INVESTIGATION INTO FACTORS THAT INFLUENCE STUDENTS’ CAREER CHOICE IN PUBLIC SECONDARY SCHOOLS: A CASE OF OL JORO OROK DIVISION, NYANDARUA NORTH DISTRICT, KENYA.

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A RESEARCH PROJECT REPORT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION OF KENYATTA UNIVERSITY

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Declaration

This project report is my original work and has not been presented for a degree in any other university.

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This project report has been submitted for examination with our permission as the university supervisors.

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Dedication

This work is dedicated to my wife Damaris, our children Martin, Lorna, Emmanuel and Gabriel and my parents Milcah and Charles Kibiru and family.
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The completion and approval of this work could not have been possible without the guidance of my two supervisors Dr. Onyango G.A and Prof. Bunyi G.W to whom I am indebted.
Abstract

Countries, Kenya included, expend a lot of resources in education. There should be a well thought out link between education and progression into careers and the world of work. Career choice has meaning in the context of employability demands in a knowledge economy. It is therefore very important to have an empirical understanding of the factors that influence students' choice of particular careers. Ignorance about one's career is not bliss and planning one's career is better than leaving it to chance or fate. Choosing a career is difficult and many students are unable to express any choice of career. Indeed, majority of secondary school students join institutions of higher learning without proper career choices leading to frequent course changes and poor performance. The purpose of this study was to investigate the factors that influence career choice among students in public secondary schools in Ol Joro Orok Division of Nyandarua North District of Central Province of Kenya. The study utilized the survey research design. It targeted the population of all the 763 Form Four (IV) students and all the 22 Career Guidance and Counselling teachers in all the 10 public secondary schools in the study area. Form four students were selected for the study as they were more likely to have chosen their careers at the end of their four years course. A sample size of 34% of the target population of 763 Form four students were selected through systematic random sampling for the study based on the Ideal Sample Size Model of Krejcie and Morgan (1970). At least one teacher in the Careers Guidance and Counselling Department or any teacher charged with the responsibility of careers guidance for students in each of the target schools for the study participated. The study used two questionnaires namely Career Choice Factors for Students Questionnaire for the students and Careers Guidance and Counselling Teachers Questionnaire for careers guidance and counselling teachers. A permit to conduct the study was sought from the Ministry of Higher Education, Science and Technology. Data collected were analysed using percentages of nominal variables and this formed the basis of answering the research questions. This was done through a computer that utilized the Statistical Package for Social Sciences (SPSS) programme. The data presentation was done in terms of charts, tables and graphs. Conclusions and recommendations were made from the analysed data in the final research report. Among the major findings were that over 71% of career choice decisions made by students were based on their academic abilities, family influence and peer pressure.
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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is an essential social service. It has implications for national and regional development as well as personal advancement. Faith in the ability of education to promote economic and social development translates into deliberate and specific measures being taken to provide it. Countries expend a lot of resources in the provision of education. Kenya for instance allocates a large part of its budget to education. In a recent budget of June 10, 2010, Kshs.170 billion was allocated to the education sector and which was the highest allocation in the budget presented to parliament by the Finance Minister (Daily Nation, 2010).

However, there must be a well thought out link between the nature of education pursued and the progression into careers and the world of work. It is in the latter that the skills and knowledge acquired find application and gain relevance in one’s latter life. Dondo (2004) states that it is education that equips an individual with knowledge and skills required in taking up particular careers and executing the duties associated with those careers. According to Irving (1977), nobody can foresee what the future holds for any of us and instead of ignoring it, planning for one’s career is better than leaving it to chance or fate. Hamblin (1974) says that in Kenya, the ability of people to secure valued careers is determined by their academic meritocracy that the importance of career choice for students and the need for professional advice on the appropriate curriculum choice and course to match their career plans, education and future occupations should not be ignored.

Kirton (1979) has defined career as lifelong sequence and pattern of an individual’s work related behaviour including all work relevant experiences and activities before and after entry into formal occupation; while Dondo (2004) says that career choice is a developmental process extending through life and should be guided by clear understanding of oneself, aptitudes, abilities, interests, resources, limitations etc. Scheerens and Kuijpers(2005)
observed that students need careers advice and guidance services since competition for jobs has become fierce and choice of subjects, degrees and careers is also becoming the most important decision a student has to make in his/her life.

Children should read/learn for life in this age where there are so many different attractions for our children to choose from and most important, students need to select their careers before they complete secondary education. Scheerens et al (2005) further observe that career development gains new meaning in the context of employability demands in a knowledge economy and it is therefore very important to have an empirical understanding of the process by which learners get socialized into particular careers and the specific factors that influence their choice of those particular careers.

Some schools have fully established career guidance and counselling departments which are influential in the career choice of their students (Dondo, 2004). Even the level of training and competence of the careers guidance and counselling teachers in various schools have some influence on the career choice of students. Heppell (1973) concurs with Dondo (2004) when he says that a 'good school' will have strong intervention mechanisms in influencing students' career choice through vocational guidance and general careers education as part of the total educational process. Fredrickson (1982) explains that access to career related information and career openings (jobs available in the market) such as availability of newspapers/current information on careers influence students' career choice. Some schools buy (all the) daily newspapers for their students. School peer influence also determines a student's career choice. Co-curricular activities offered in an educational institution also influences students' career choice. Aroused interests in sports and athletics, for instance, may inspire a student into a determination of pursuing international professional football, tennis careers. Indeed, school based factors like curriculum which refers to the general array of experiences to which learners are exposed to while in school as well as the processes through which it is done to an extent influences the options students have in their career choice. (Dondo, 2004). Curriculum includes the academic as well as all the co-curricular activities through which knowledge is disseminated.
In Kenya, secondary school education is the second cycle of schooling after the first eight years of primary school education. The secondary school cycle is from Form One to Form Four, roughly covering the age group of between 13 and 18 years. The secondary school curriculum consists of core subjects (compulsory ones) and electives. Core subjects are Mathematics, Languages (English and Kiswahili), Physical Sciences (Biology, Chemistry and Physics) and Arts Subjects (Geography, History and Religious Education). The electives include the aesthetic practical and technical subjects: foreign languages like French, German, Art and Design and Music; Computer studies, Electricity, Woodwork and metal work as well as Business Studies. However, this category and the subjects it comprises are not offered in all schools. Dondo (2004) says that the subjects selected by a particular student in high school/secondary school, whether sciences or arts has a strong bearing on their career choice since the chosen subjects are viewed as preparatory for other levels, particularly the university and other post secondary school colleges and institutions. Hoyt (1975) says that when students are guided into the right/appropriate career choices, it becomes successful transition from school through career decision making to the waiting world of work.

The Ministry of Education in Kenya has influenced students' career choice in two ways (Keller, 1980). Firstly, it has been publishing a careers guidebook called the Kenya Careers Guide which has supplied information on educational, occupational and training possibilities for those leaving secondary school. Secondly, it has sought to influence students' career choice through the services provided by the Guidance section of the ministry which introduced in 1971 theories and concepts of guidance-counselling through programmes such as wide-scale aptitude testing and guidance on career choice for the youth.

Shankar (1992) says that career guidance is about encouraging the students to ask and to find answers to the questions: What do I want to do with my life? What sort of person do I wish to become? What opportunities, educational and occupational are feasibly within my reach? Career guidance involves the close marriage of educational and vocational guidance so that all the occupational implications of educational choices are fully explored well in advance of decisions on career choice. Keller, (1980) states that the predominant tendency in students
career choice appears to be for the students to assess themselves in terms of the kinds of
education they think they are receiving, the kinds of skills which are reputed to be needed in
society, the types of skills they themselves possess and the kinds of jobs they perceive open
to them. Keller (1980) adds that a child’s career choice should be based on abilities, interest
and attraction. Parents need to find ways to encourage and support children and help them
discover the career choices that are consistent with their talents. Parents would better get to
know their children, try to understand them, their abilities and interests. They can then give
desirable career choice guidance that will not be in conflict with a child’s interest. Yet
according to Mau and Mau (2006), some students may express lack of planning for career-
choice and so may seem to leave their career choice to fate or accident whenever such like
opportunities present themselves. Mau et al (2006) add that many professionals say it was by
chance or by accident that they entered their career. They did not intend to join their present
career but their entry was unplanned and followed unpredictable events, for instance,
inheriting large sums of money, outbreak of war, compulsory military service, coming across
a job offer when somebody needed one, being born in a rich family and almost
automatically following family career traditions, being at the right place at the right time,
etc. Yet other students may express unwillingness to determine or choose their career but
seek to find out what ‘God has planned for them because it is the best for them’. According
to Eshiwani (1987), students should choose careers which they will become productive in
and such career choices should be based on self satisfaction. Stakeholders such as parents,
educators, employers and government should plan reinforcements and/or interventions on
career choice of students and help them to clearly grasp the link between skills acquired and
the opportunities available in the job market.

It was in the context of the foregoing background that the researcher set out to investigate the
factors that influence students’ career choice in public secondary schools of Ol Joro Orok
Division of Nyandarua North District
1.2 Statement of the Problem

When students are guided into appropriate career choice, they have a successful transition from school through career decision making to the waiting world of work (Hoyt, 1975). Stiff competition in the employment market requires students to give career choice serious attention (Judith, Carol, Cecilia and Heasley, 1979). Career choice has also gained new importance for employability demands in a new knowledge economy (Scheerens and Kuijpers, 2005). Dondo (2004) observes that most Kenya secondary schools do not have careers guidance programs/departments and that it is not only unclear what factors determine career choice decisions for students, but such career choice decisions are left to students. Fredrickson (1982) adds that career choice decision is left not only to students but also to chance. Dondo (2004) says that in most Kenya secondary schools, the careers guidance and counselling teachers are not only ill equipped for career guidance for lack of relevant training but also have other pressing duties to attend to and it is then not clear what factors determine their students' career choice. Avent (1978) says that choosing a career is difficult for students. Shertzer (1973) observes that most of the students are unable to express any choice of career. Dondo (2004) observed that majority of neither secondary school students joined institutions of higher learning with neither proper career choices nor clarity of the factors that determined their career choices leading to constant change of courses and poor performance in those institutions. Dondo (2004) adds that majority of Kenya secondary school students joined institutions of higher learning without a clear account of their chosen careers and Marcia and Taylor (2004) observe that most students are unable to explore diverse career possibilities. Most secondary school students the world over are unable to justify their chosen careers or what factors led to the choice of those careers (Falconer, Kimberly and Elva, 2006). Observing that most of the career choice problems cited above could as well afflict the students of public secondary schools of Ol Joro Orok Division, this study sought to investigate the factors that influence their career choice. This study thus investigated the factors that influence students' career choice in the public secondary schools of Ol Joro Orok Division.
1.3 Purpose of the Study

The purpose of this study was to investigate the specific school based, home based and individual factors that influence students' career choice in public secondary schools of Ol Joro Orok Division of Nyandarua North District.

1.4 Objectives of the Study

1. To determine the factors that influence students' career choice in the public secondary schools of Ol Joro Orok Division.
2. To identify the careers chosen by most students of the public secondary schools of Ol Joro Orok Division.
3. To find out the reasons given for the various career choices made by the students of the public secondary schools of Ol Joro Orok Division.
4. To determine suggestions on how careers choice guidance can be improved for the students of the public secondary schools of Ol Joro Orok Division.

1.5 Research Questions

1. What are the career preferences for boys and girls in the public secondary schools of Ol Joro Orok Division?
2. What are the main sources of careers information for students of the public secondary schools in Ol Joro Orok Division?
3. What is the contribution of home based factors on students' career choices?
4. What is the contribution of school based factors on students' career choices?
5. What is the community influence in the career choice of students in public secondary schools of Ol Joro Orok Division?
6. What is the contribution of peer pressure and professionals in the career choice of students in public Secondary Schools of Ol Joro Orok Division?
7. How can career choice guidance for students of the public secondary schools in Ol Joro Orok Division be improved?

1.6 Significance of the Study

The study findings would help students work out their career plans early in life and thus have a successful transition from school to the waiting world of work by enhancing their chances
of employability upon completion of school. It would also help students be aware of opportunities available to them as they progress through school because it will encourage them to look more critically at their own characteristics, interests, abilities and aspiration against realities of job demands and so help them to avoid constant and unnecessary course changes in higher institutions of learning. It would also help students in identifying careers with shortage of candidates and focus on such areas/careers and avoid career mismatch. Using the study, students would begin taking charge of their career choice decisions which will fill them with satisfaction, self esteem and happiness after choosing their appropriate careers.

The study would help schools in improving their careers guidance into systematic programmed and appropriate relevant careers choice guidance and be saved the unnecessary change of programmes and courses midstream due to constant students’ change of courses. Careers choice guidance teachers will use the study in building a database of relevant and useful information on careers.

For parents, the study would be an eye opener in encouraging them to make deliberate efforts at guiding their children on careers choice because the study will show the place of parents on career choice guidance. The study would save parents the unnecessary costs arising from constant change of courses by students midstream for lack of appropriate careers information and guidance. The study would also save parents the agony of their children’s future unemployability for it will encourage students to choose and pursue appropriate and realistic careers.

For employers, the study would increase case linkages and intern interactions/engagements with students in the course of their study for various courses and careers, which would increase the productivity of the employer's enterprises and use the opportunities of the school setting for early input of job requirements in various courses pursued by students, engage universities/colleges on the kind of curricula they would want their potential employees in various careers to be exposed to in an attempt to mould personnel/workers who are well grounded/anchored /formed in their careers and so spend less costs in in-service training for half-baked careerists. Employers will also have access to a diverse workforce and expertise.
The study would help the country's planners in identifying the most preferred careers by its youth and so pay more attention to those careers which would help the country in broadening and diversifying its workforce. The study findings would help the government's relevant department/ministry in initiating relevant careers guidance & counselling teacher-training. The research would also add knowledge on students' careers choice. The findings of the study would help the country's youth to contribute fully to society when they leave school after having made realistic and appropriate career choices.

1.7 Assumptions of the Study

Mugenda et al (1999) say that a researcher should state any assumptions, conditions or events that would be held constant or taken for granted during the study. Assumptions are conditions, situations or events, beliefs or ideas that a researcher holds to be true without any evidence. Analysis of data related to the conditions prevailing at the time the data were collected so that the results of the analysis reflected the conditions in the population under study. Relevance and validity were the twin measures of the worth the assumptions. The research findings also demonstrated the validity of the assumptions. Mugenda et al (1999) say that assumptions cited should only be those factors that the investigator would find practically difficult to address prior to the research study. This study was guided by the following assumptions;

There are various career-choices made by students (boys and girls) of public secondary schools of Ol Joro Orok Division before completing their secondary school cycle of education. 

There are certain specific factors that influence students' (boys and girls) career-choice decisions in the public secondary schools of Ol Joro Orok Division. 

There are reasons for the various career choices made by the students of the public secondary schools of Ol Joro Orok Division. 

There is a problem of students' career choice in the public secondary schools of Ol Joro Orok Division. 

Careers choice guidance for students in the public secondary schools of Ol Joro Orok Division can be improved.

1.8 Limitations and Delimitations of the Study

There were certain anticipated constraints that were likely to affect the study;

1. Inadequate time to exhaust all possible factors influencing public secondary schools students' career-choice. 

2. Transportation from one school to another since most roads in Ol Joro Orok Division are not all weather.
3. The respondents had other demands on their time and therefore participating in the study was with reluctance.

Since it was not possible to study all public schools in the country due to the enormous time and resources it would need, this study only covered public secondary schools students (boys and girls) in Ol Joro Orok Division, Nyandarua North District. Generalization of the findings of this study in reference to other schools in all other parts of the country should be done with caution since the circumstances and realities prevailing in the studied schools and their associated factors influencing career choice may not be (exactly) the same.

1.9 Theoretical Framework

School based factors like curriculum which refer to the general array of experiences to which learners are exposed to while in school as well as the processes through which it is done to an extent influences the options students have in their career choice (Dondo, 2004). Curriculum includes the academic as well as all the co-curricular activities through which knowledge is disseminated. The Kenya formal secondary school is the second cycle of schooling after the first cycle of eight years in primary school. The secondary school cycle is from Form 1 to IV covering the age groups between 13 and 18 years. The secondary school curriculum consists of Core Subjects (compulsory ones) and electives. Core Subjects are Mathematics, Languages (English and Kiswahili), Physical Sciences (Biology, Chemistry and Physics) and Arts Subjects (Geography, History and Religious Education). The electives include the aesthetic, practical and technical subjects: foreign languages like French, German, Art and Design and Music: Computer studies. Electricity, woodwork and metal work as well as Business Studies. However, the electives category and the subjects it comprises are not offered in all schools. Students at the beginning of Form three choose Core subjects (compulsory) with at least two Physical Sciences subjects and at least one Arts subject. Electives are optional and depend on whether a school offers them. Upon reaching Form Four IV, a student is then examined and certified in the subjects they chose to pursue. This could mean that the school a student attends and the subjects on offer may determine their career choice. The chosen subjects in school are viewed as preparatory for other levels, particularly the university and other post secondary school colleges and institutions.
Students' gender, either a boy or a girl could also influence the career choice of students. That choice of subjects in schools still tends to reflect traditional sex roles with fewer girls on Science courses. Co-curricular activities offered in an educational institution may also influence students' career choice (Fredrickson 1982). Aroused interest in sports and athletics, for instance, may inspire a student into a determination of pursuing international professional football, tennis careers. The setting or location of a school either rural or urban setting may have a bearing on the career choice made by its students. That the location of a learning institution determines the extent of exposure of its students to the dynamics of life, careers included (Hoyt 1977).

There are also home based factors that may influence students' career choice. A parent's level of education may influence a student's choice of career. Dondo (2004), for instance notes that educated parents want to bring up even better educated children with clear career choices. Role model(s) may also influence a student's career choice. Herr and Cramer (1979) say that the significant others (role models) have much influence on students' career choice. A family's socio-economic level and child rearing patterns affect career choice and (also career maturity), (Herr 1979). Parents' direct influence may determine a student's career choice. Some parents directly prevail upon their children to choose what they term 'dignified careers'. Parents' occupation may lead to some of their children insisting on pursuing such -like careers if such parents seem to have pursued 'successful careers' in the understanding of their children. (Avent,1978). Family traditions and opportunities may have children going into the same career as father, mother, or into family business partnership or family business inheritance. Mass media like exposure to Television, Radio. Newspapers and Profile magazines/career magazines may also influence a student's choice of career. Masculinity special abilities, intellect may influence one's choice of career (Newton, Grayson and Whitley. 1998). Heavily built people may opt for careers requiring such masculinity like boxing.

Cultural influences and environmental forces may also determine what students may consider to be appropriate career choices based on the family's cultural orientation. (Shertzer,1973). Careers could be chosen for economic factors and job earnings influence choice of career
especially if a student's family has had a strong economic background and they may want to maintain the same. Individual factors may influence students' career choice. Some careers suit individuals of high intellect like medicine and engineering based careers. The likes and dislikes of an individual (personal interests) may determine their career choice (Shertzer, 1973). However, those interests are different from abilities. Dondo (2004) says that 'accident or error' in career choice for some students may occur because career choices are made in high school when students are far away from the world of work.

When individual/personal factors inherent in a learner (like personal interest personality traits, individual abilities, individual attitudes and self efficacy) are influenced, nurtured through the intervention of quality career guidance and counselling, such learners are able to harmonise their individual strengths, Orientation to match with specific careers which would seem to require specific personality traits which such students possess and consequently choose such appropriate careers (Singaravelu, White and Bringaze, 2006). Certain School based factors (like school curriculum, type of school attended, co-curricular activities) and Home-based factors (like positive influence of mass media, stable socio-economic family status, motivating parents' occupation) can be harnessed through careers guidance, exposure to enabling careers knowledge/information, career-choice resource persons (experts) or guest speakers, appropriate study on careers to lead learners/students to their desired career choices (William, 1980).

Bosco’s Self Evaluation and Decision Making Theory (2005) says that at some point in their lives, students begin to sort out their values, discovering what they want in life and that their choice of jobs is a choice of a way of life and will likely be happy in a career development path where occupations do not conflict with their chosen lifestyle and values and what implications their chosen career would have on their environment/society.

In Bosco’s Self Evaluation and Decision Making Theory, students begin to sought out their values, discovering what they want in life and so they begin to base their career choices on their individual differences, individual interests, individual temperaments, traits, attitudes, abilities, self efficacy, intellect and even their sex. The students' immediate environment of
growth and development (home based factors) is both a foundation and moderator of the students’ individual factors as shown in the conceptual framework below.

Bosco's Self Evaluation and Decision Making Theory, further says that the school/college environment factors like the student’s school/college environment factors, the type of school attended, the school/college curriculum, whether a school/college had a career guidance department and the extent of access to careers information and the co-curricular activities found in a school/college and students active involvement in such co-curricular activities. The theory says that such evaluation of a student’s individual factors, immediate environmental factors (home factors and school/college factors) have direct implications on the career chosen by a student like whether the career chosen by a student is appropriate to such a student’s aspirations, whether it is a high esteem career, whether it gives such a student personal satisfaction, whether such a student will remain (permanence) in the chosen career or whether a chosen career will give a student easy access to the waiting world of work and especially work that such a student aspires for.

Bosco's Self Evaluation and Decision Making Theory is conceptualized in a framework for the purpose of this study as shown below.
1.10 Conceptual Framework.

Conceptual framework is a diagrammatic representation of how different variables interrelate. In this conceptual framework, the components of career choice which interact with each other and which have implications on students' career choice are home based, school based and individual/personal factors.
Both individual factors and home based factors are basic in career choice in that the individual who may find himself/herself with unique individual interests, temperament, traits, attitudes, abilities, intellect, etc is likely to choose a unique career compared to a career chosen by another individual. Characteristics of an individual’s immediate environment
(home based factors) like parent's influence, parent's level of education, parent as role model(mentor), parent's occupation, economic background, etc. Even when an individual leaves home for school/college, the prevailing factors in such school/college further influence career choice by neutralising, reinforcing or redirecting the career such an individual eventually chooses to pursue. This means that individual factors, home based factors and school based factors have implications in career choice made by students in terms of the type of career chosen or lack of a career choice, motivation for choice of a certain career, career growth, permanence in a pursued career, understanding of the world of work as well as easy access to the world of work. Intervening factors like guidance on career choice, type of school attended and access to information on careers, peer influence, school curriculum and co-curricular activities become moderator variables which determine one way or another the career choices made. Hull-Blanks, Kurpius, Befort, Sollenberger, Nicpon and Huser (2006) say that this interrelationship of variables is a cycle or circuit which gives rise to results which can in turn be explained by the inputs into the cycle as shown in the conceptual framework above which was developed by the researcher.

1.11 Operational Definitions of Terms

Career: The series of occupations and preparatory steps to which secondary school students aspire and drive their efforts to actualize.

Career Education: For the purpose of this study, careers education meant the totality of experiences by which persons acquire knowledge and attitudes about self and work and the skills by which to identify, choose, plan and prepare for work and other life options potentially comprising career, an effort aimed at refocusing education and the actions of broader community in ways that help industries acquire and utilize the knowledge, skills and attitudes necessary for each to make work a meaningful productive and satisfying part of his/her way of life.

Career Counsellor/Career master/mistress: For the purpose of this study meant any public secondary school teacher charged with the responsibility of advising students on the available careers.

Career Guidance: For this study meant a systematic program of secondary school career guidance and counselling teacher- coordinated information and experiences designed to
facilitate a student to choose an appropriate field into which progression may be made through training.

**Occupation:** Profession or activity that will occupy a student's time.

**Public Secondary School:** Secondary school funded by government and in the area of study.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on related literature to students' career choice globally, regionally and locally and has been covered under the following subtopics: Careers, Vocation and Occupation; some theories with relevance to students' career choice; Careers Guidance; Challenges to Career Choice and Guidance and Summary.

2.2 Careers, Vocation and Occupation

In a sense, all efforts that students expend in school, teachers' help to ensure good grades and for which parents spend money are envisaged at culminating in a desirable end; better potential for getting a well paying job, opportunity for further studies, education and training. An individual's career differs from an occupation in that whereas an occupation refers to what one does to earn a living, a career is the sequence of positions over a period of time. Kirton (1979) has defined career as "the lifelong sequence and pattern of an individual's work-related behaviour, including all work, relevant experiences and activities before and after entry into a formal occupation'. What most people understand by a 'career' is an occupation with defined hierarchical steps and the prospect of upward progress for many years until one reaches the rung of the ladder and retires to a blissful life. Therefore, this desire fuels the desire to stay on at school for as long as possible, to acquire certificates like trading stamps which are then exchanged for a respectable position in an occupation with prospects. This of course, only describes a particular type of career, that which denotes vertical mobility. But there are other career patterns. There are horizontal career patterns: moving from one job to another without any improvement in status or even financial position. There is no such thing as a "career". The choice for everyone, man or woman, is between a number of alternative career patterns. 'Whichever they choose can only be determined by their own needs and values. Everyone can create purpose in their lives, but increasingly, we have to accept that it is difficult for all but a few to find total fulfilment from their employed activities.
The ultimate goal for the majority in a chosen career is to find satisfying work however they define that for themselves from a blending of employed and non-employed activities (Dondo, 2004). There are 3 basic misconceptions that work equals a job and that most jobs are boring. However it should be understood that people work both inside and outside their jobs. For some, their major satisfaction is gained from job-related work, for others, from leisure-linked work. Sad people are those who get satisfaction from neither. Leisure-linked work is as important to a balanced life as job-related work. The essence of foregoing is to underscore the importance of the co-curricula activities for students. That not only shouldn't our understanding of career be limited to thinking of occupations, but the preparation for it should be broad based. So much of current students' preparation and educational practice is static, aimed at adjusting the student to the status quo. One of a school's based objectives should be to help its students discover which work is satisfying whatever its context. Indeed, for many people, the opportunities for satisfaction within an occupation are so small that leisure activities are their only reprieve. Career development, in a sense therefore, is concerned with working out a synthesis between the self and the reality of the opportunities and limitations of the world. For a person to think about his career, he must think on his total life pattern, including the dimensions of past, present and future.

2.3 Some Theories with Relevance to Students' Career Choice

Some theories with relevance to secondary school students' career choice include:-

2.3.1 Pubescent Youth's Vocational Thought Theory

According to Heppell (1973), this theory states that students in the pubescent youth's vocational thought stage are characterized by aspirations unrelated to reality, and far removed from the preparatory rigor needed to actualize occupations. At this stage, youngsters are day dreamers, often desiring one of the 'glamour' careers like being a pilot, professional footballer and film star for boys; while girls want to be actresses and air hostesses. Some may eventually make a careful and responsible choice of one of those jobs but as yet there is no thought of the long and hard training needed, the prospects of success or even whether they would be happy doing it.
2.3.2 Talent Matching and Audit Theory

Heppell (1973) says that talent matching and audit occurs around the transitory age of 14 or 15 while at form 2 and when the youngsters start looking at the qualities, educational and personal, that certain jobs require and looking and looking at themselves to see if they possess these qualities. This corresponds with the more introspective period of adolescence when the young are trying to discover what sort of persons they are and they may examine and exaggerate their characteristics and qualities as they compete with their peers and want to prove to adults they are not kids anymore. They want to belong to their groups as well as cut out own identities. This is perhaps the central focus in the secondary school students' adolescence-related problems which have a strong bearing on their career choice.

2.3.3 Personality Theory

This theory states that individuals select careers that have the potential to satisfy their basic personal orientation. That exposure to a job gradually modifies the personality characteristics of the individual so that his personality becomes very similar to those of the individuals performing the same kind of work (Michael, Douglas and Barbara, 1989). The theory advances that individuals strive to select occupational environments that are in agreement with their major personality. Thus some students could choose careers that satisfy their basic personal orientation and enhance their individual personality characteristics. Even some admired role models in the students' lives could have their attributed personal characteristics copied to determine students' choice of career.

2.3.4 The Trait and Factor Theory

This theory holds that the individual is organized in terms of unique patterns of capabilities and potentials (traits) and occupations which can be described in terms of homogenous qualities/ factors (Dondo, 2004). Optional career outcomes for the individual and the organization can best be facilitated through ensuring a match between the individuals' characteristics and the demands, requirements and regards of the organizational environment. Dondo (2004) adds that this is the more the reason as to why careers choice guidance programmes for students should basically aim at helping students to identify their capabilities and potentials (traits) and which should then form the basis of their choice of career.
2.3.5 Development Theory
The theory recognizes that career decision making behaviour begins to develop in childhood and continues throughout adulthood, which makes career choice to be seen as a development process (Dondo, 2004). Career choices of some students begin in childhood to continue throughout adulthood and so their career choice becomes a development process and not a one point decision.

2.3.6 The Psychoanalytic Theory
The theory explains the individual’s career behaviour in terms of internal unconscious force. It emphasizes the differential ability of various careers to satisfy instinctual needs to gratify impulses and to reduce anxiety (Dondo, 2004). The individual is passive and must make a choice due to the overwhelming basic impulses. That for instance, students with powerful sadistic urges are likely to choose surgery or butchery work, careers that will offer them opportunities to discharge their sadistic urges.

2.3.7 Needs Theory
The theory holds that career choices are motivated or stimulated by desires and wants. Early parent-child relationships mould the child's pattern for satisfying needs. The emotional nature of this relationship leads to individuals learning to satisfy their needs predominantly through careers that involve interactions with other people or in careers that do not involve people (Dondo, 2004). This is why some students may opt for careers which they think will satisfy their desires, wants and needs if pursued.

2.3.8 Accident and Predestination Theories
The accident theory holds that for many professionals, it was by chance or by accident that they entered their present career (Dondo, 2004). They did not intend to join their present career but their entry was unplanned. That many career choices are a result of unplanned and unpredictable events, for instance, inheriting large sums of money, outbreak of war, compulsory military service, coming across a job offer when somebody needed one, being born in a rich family and almost automatically following family carter traditions, being at the right place at the right time, etc. Some students may express lack of planning for career-choice and so may seem to leave their career choice to fate or accident whenever such like
opportunities present themselves. The Predestination theory holds that any career is a vocation and any vocation is divine calling and divine plan in one's life (Dondo, 2004). That people are called to particular vocations by divine plan and never by chance. The theory advances that in matters of career choice, no one should attempt to influence another one. They should rather be helped to search for and find out where they think God has planned for them. Some students may express unwillingness to determine or choose their careers but seek to find out what God has planned for them because it is the best for them.

2.3.9 Career and its other Determinants

Avent (1978) observes that parents sometimes try to range careers in a pecking order of supposed social prestige or financial rewards to their children. However, careers have fashions and so students ought to be fashionable in their choice of career. Career choice requires consideration of what one expects from their aspired world of work and whether there is a specific line of career development such aspired world of work demands should be followed (Dondo, 2004). Even a university degree or long training does not automatically lead into a specific form of career, for instance, some doctors have enjoyed success as novelists, playwrights than as doctors. This is career mismatch. Judith (1979) advises that stiff competition in the employment market may require students to think of areas with shortage of good candidates, yet there are very few people for whom there is only one satisfying career since human beings are very flexible.

For most people, the choice of a career is rarely a life-long decision as one choice, no matter how good it is today, will not last most of us throughout our lives (Shertzer, 1973). Career choices seem to be a process of changing and choosing since both people and the careers change. Most individuals confront the career-choice problem at least twice: one for themselves and again as parents, for their children. Professionals like teachers, psychologists and counsellors deal with the problem of career choice intermittently as an essential part of their daily work. In some primitive societies, there is no occupational choice since division of labour is based surely on sex, status, inheritance or age.
Most of the difficulties connected with poor career choice arise from emotional turmoil which accompanies general maturation since most career choices are made at adolescence; an ill-fitted time to do so. Most young people do not understand the complex nature of society as they are undergoing deep seated emotional experiences, their stresses and strains are many and confusing yet they are expected to choose their career amidst all this. Students' external environment offer career opportunities but also imposes limitations. Unfortunately however, students' choice of career is often left to chance or made with inadequate information (Fredrickson 1982). Many students have a limited knowledge of the occupations/careers and the limited range of alternatives available to them and which leads them to make unrealistic career choices (Dondo 2004). When students are unable to obtain an exposure to a variety of occupations and relevant data about them, they have limited knowledge of careers and the narrow range of alternatives available to them. This ignorance leads to unrealistic career aspirations (Hamblin, 1974).

Secondary school students are young, highly impressionable and limited in their grasp of the requirements of the job market and choosing a career is not the easiest for them. Most students choose subject combinations at form two and such choices become the foundation upon which to build careers. Although evaluated by a common examination at the end of the secondary school cycle, other circumstances and realities cannot be assumed to exist uniformly for all. For instance, there are different levels of resources availability across schools. Well equipped schools like the National schools in Kenya have a long tradition of good performance and influential alumni. This obviously differs from the district schools whose catchment's area is the local region. It then becomes evident that some of the factors influencing career choice of students do it in the sense that they delimit the areas from which a student may choose in terms of subject availability and opportunities. It is perhaps for this reason that for some people it may well be that there is no link between what they studied at secondary school level and their present careers. Such a disconnect may be due to the fact that they had to sit out the storm of confusion, indecision, limited exposure and uncertainty. Or it may be that even with subjects already chosen; one still had to wait examination outcomes to see what options to pursue. Thus grades obtained at the exit evaluation point
could have led to possible career growth areas as opposed to personal preferences (Farrant, 1980).

Majority of secondary school students joined institutions of higher learning without proper course choices which led to poor performance and constant career changes in university and working life and most schools did not have a Guidance and Counselling department and that choice of subjects and careers was left to the students. Career guidance and counselling services had been left to teachers not only ill equipped for lack of relevant training for the role, but had other duties to attend to and also that career guidance and counselling programs fizzled out in the early 1980s for most schools leaving students to make career choice decisions on their own. Yet students who fail to make job market-oriented career choices early enough and build on them fail to clinch top corporate organization jobs and when they do their performance is usually found wanting.

Lack of guidance and counselling programmes in secondary schools has hampered professional development of many students due to inappropriate career choices. Most students are unable to make career choices in time, thus many find it difficult to achieve their career dreams later in life. Yet in almost every secondary school there is a teacher charged with the responsibility of giving career guidance to students particularly those about to leave school. But neither is the task easy for these teachers in view of the current severe unemployment problem in the country. Without parental approval or support, students and young adults are often reluctant to pursue or even explore diverse career possibilities (Taylor, Mercia and Taylor, 2004). Despite reporting greater needs for career planning information, African American students are often less likely to use services available to them as observed by Falconer, Kimberly and Elva (2006). They add that understanding the factors influencing the career choice and development of African American students is therefore critical if these students are to succeed both academically and in the world of work.

Students career choice may be determined by a combination of School based factors (like curriculum offered in school, influence of Careers Guidance and Counselling department, type of school attended, students gender, school peer influence, co-curricular activities, e.t.c):
Home based factors (like parents' occupation, parent's level of education, parents direct influence, socio-economic level of family) and/or individual differences/personal factors (like personal trait, personal interests, temperaments, etc). Together or one group of these category of factors may be the main ones influencing students' choice of careers. Given all the pressures facing such vulnerable youths, it becomes essential to identity the factors that influence students' career choice. This may well form the tracings of a policy guide for inserviceing the teachers in charge of Careers Guidance and Counselling. Children follow their parents' careers just as opportunism may also lead to career choice while other careers could be chosen for economic factors like anticipated earnings from a career (Shertzer. 1973). Ginzberg, Ginsburg, Axelrad and Herma (1966) argued that four factors influencing career choice

i. A reality factor; the way a person responds to the pressures of making choices. Students who take charge to plan their career choice are driven by the consideration of the reality of their society, job market and also that of themselves (abilities, interests) and family background.

ii. The quality and quantity of education available to the individual; Students career choice may be determined by the quantity and quality of career related knowledge/information available to their for instance through the mass media, newspapers, television, radio programmes e.t.c.

iii. Emotional factors; Are the personality aspects that bear upon career choice. Students who are able to audit their emotional stability may use the audit to choose their career. For instance students who know their emotional weakness in the face of accident scenes or the sight of fresh blood may not choose to be a nurse or doctor.

iv. Personal values that influence the nature of choices made by the individual: Students who are firmly founded/brought up with respect to desired societal values will have this determining the career they choose. For instance, they may choose careers oriented towards easing human suffering like medicine.

Avent (1978) says that there are various factors and circumstances that influence students' choice of career. These include:

- Pay; the anticipated returns from a career
- Prospects; that anticipated future prospects in a career.
- Security; the question of whether one would rather have high rewards immediately or a long regular climb up a salary scale.
- Status; some students would choose to be members of a highly regarded profession or to work for a prestigious employer.
- Freedom and Responsibility; some students may opt for careers in which they are not supervised, (like self employment in business) in which they will make their own decisions, work under own direction and work on their own.
- The environment to work in; how does it affect one's work career? Is it urban or rural environment? Is it a travelling or a static environment of work? Is it overseas or home-country based? Is it a job in a private or public organization? Some students may insist on certain of these environments in choosing which career to pursue.
- The social factor; of careers of meeting people, helping people, having congenial colleagues, trying to improve society, manipulating, persuading people, e.t.c. Some students may seriously consider such like factors in choosing which careers to pursue.
- The interest of the job/career; the possibility of acquiring skills or knowledge, creating things, having a variety of tasks, being able to disseminate ideas or work that is physically, emotionally and mentally demanding.
- Students whose intelligence levels are high and would like a challenging work life are likely to choose careers which are demanding of creativity and one of constant progression in knowledge acquireance.
- Assessing the ideals by which one hopes to live the working life and seeing which careers will enable one most satisfactorily to do so. This point to career interests. Whether one's interests are solitary or social may influence a student's career choice.
- One's home; whether one comes from a village, a small country town, from the middle of a big city, e.t.c. It brings in focus the activities of one's nearest town. This may have a great influence on the type of career choice a student makes.
- The school one has attended; whether one attended a big school or a small one, a day or a boarding school co-educational (mixed) or single-sex, church- related or non-denominational whether the school put tremendous emphasis on academic attainments or sporting/co-curricular activities" social services or aesthetic
achievements. The flavour and ethos of a school has an effect upon its students' career choice. The academic provision in the school attended will affect one's career opportunities if one is required to have attained a certain standard in particular subjects such as sciences or languages (Avent, 1978). He says that if one comes from a school with a very small percentage of students qualifying to university, one may find it harder to attain university entry due to low academic competition and challenges. That one advantage of a boarding school is that it develops a measure of self reliance which may be just as present in the clay school product but has not been a necessary condition of his/her survival. Students who have developed a sense of reliance may then choose careers inclined to self reliance like doing business.

- Family needs are given weight; some people are unable to pursue their ambition due to scarcity of family resources/finances. Family inability may result to forfeiting opportunities to great(er) careers. In a family of many brothers and sisters, one may not pursue the career of choice since one’s contribution to the family budget is needed or because if a particular advantage is given to one, the parents may regard this as unfair if it cannot be given to all.

- Pressure from parents; to take up a particular career can be very strong on students.

- Family traditions and opportunities: for instance, going into the same career as father, mother, into family business partnership: family business inheritance e.t.c. such considerations become great pressure for some students as they consider career choice.

- Higher education opportunities; like scholarships and education grants and that some schools educate bright students into their chosen career. This gives openings into preferred/chosen careers of some students.

- The extent to which one may have already had the opportunity of part time employment and acquired some knowledge and experience of the satisfactions and frustrations of work itself may influence the career choice made by college students.

- The opportunity of work experience gives a taster-experience of some job or organization which interests them. Such opportunities of work experience may arouse interest in certain job(s) and or organizations and may lead to students who have had such opportunities choosing their careers based on such experiences.
• Gender; could also determine the career a student chooses. A female may have to weigh the likelihood of marriage and the effect a chosen career would have on her family. For instance, a girl student who wants to have a large family may probably find many careers impossible to pursue. Such a girl student may choose certain careers because they are particularly easy to combine with family life, such careers like teaching, dentistry, because it can be undertaken on a sessional basis and computer programming in that much of the work can be done by a housewife at home.

• Culture; has also categorized jobs/careers into 'male and female jobs'. For instance, a student girl may find it hard to choose to be a matatu driver even if an opportunity is open.

• One's health and physique; may influence the career choice a student makes. For instance, those with defective colour vision may be denied careers of pilot or navigator. There are height, weight limits/standards for certain careers like the Armed Forces; jockeys, e.t.c. Poor sense of balance may hinder a student's choice of architecture career.

Text books affect girls' career choice. Selection of careers by school girls is greatly influenced by the stereotyped images of women as presented to them in the text books. Girls in text books are given outmoded roles which later influence their way of thinking and eventual career choices. Tradition hurts women's career choice. The choice of subjects in schools still tends to reflect traditional sex roles with fewer girls on science courses. Boys tend to be encouraged to select technically based subjects. The idea that scientific subjects are outside the 'needs' and by implications the capabilities of women still stands. Education policies do very little to alter the picture of careers for girls. Most girls' schools have been designed without technical craft being given due consideration. "How many secondary schools offer girls metal work, drawing and design courses?" That girls course are thought to be religious education, languages, history, biology, sociology and domestic sciences while boys are encouraged to take mathematics, physics, chemistry, metal work, design, economics and such like subjects. By the time boys and girls reach secondary school; they have absorbed a range of influences from Television. magazines, books, advertisements, friends,
relatives; all telling them in hidden and not so hidden ways what is 'proper' for boys and for girls. The organization of schools shows differences between the sexes, for example, whether certain subjects are more likely to be taught by men and others by women; whether text books or other teaching materials give the impression that some subjects are more appropriate for one particular sex. Teachers and parents play a role in influencing students' career choice. Parents often wish that the youth will pursue specific careers some of which are in conflict with the students' choice. Teachers on the other hand, identify from early stages students who are sharp in the subjects they teach and nurture them to excel in them. The little things parents and teachers do or say consciously or unconsciously largely influence career choice of the youth.

Career choice requires and is influenced by accurate up-to-date information. The key to wise career choice is career information with a broad category that includes information about labour trends, Employment-seeking, occupations/careers, educational opportunities, financial aid and placement (Fredrickson, 1982). Wise career choice requires accurate, up-to-date information and provided at the right time. The importance of career choice information is that it supports freedom of choice, it assures occupational opportunities for all it communicates basic changes in the world of work, it explains worker satisfaction and it also transmits work ethic. Hoyt (1975) says that when students are guided into the right/appropriate career choices, it becomes successful transition from school through career decision making to the waiting world of work. Formal training, the influence of powerful emotional needs and desires of the students, their values influence career choice decisions (Ginzberg et al, 1966). He further argues that some youth/students will forego important opportunities to make money in favour of pursuing another type of work/mode of life/career which they prefer.

The Ministry of Education (Keller, 1980) has influenced students' career choice in two ways. Firstly, it has been publishing a careers guidebook called the Kenya Careers Guide which has supplied information on educational occupational and training possibilities for those leaving secondary school. Secondly, it has sought to influence students' career choice through the services provided by the Guidance section of the Ministry which introduced in 1971 theories
and concepts of guidance-counselling through programmes such as wide-scale aptitude testing and guidance on career-choice for the youth. However, occupational aspirations appear to indicate that not only do students have an idea about the current opportunity structure; they also seem to have adjusted their aspirations to conform to it. That the reasons for aspiring to particular careers are varied, but most people are motivated by individual preference for certain jobs by altruistic or patriotic considerations. Keller (1980) adds that the predominant tendency in students' career choice appears to be for the students to assess themselves in terms of the kinds of education they think they are receiving the kinds of skills which are reputed to be needed in society, the types of skills they themselves possess and the kinds of jobs they perceive open to them.

Maternal work is significantly related to lifestyle choices for women and spousal lifestyle choices for men (Bosco et al, 2005). Girl students tend to be influenced more in their career choices by their mothers and boy students by their fathers. Families, parents and guardians in particular play a significant role in career choice decisions of their children. Without parental approval or support, students and young adults are often reluctant to pursue or even explore diverse career possibilities (Taylor et al., 2004). That parental support and encouragement are factors that have been found to influence vocational outcome. For instance, the attitudes and behaviours that children adopt towards work may be the result of what their parents say. Environmental factors such as family, school counsellors, teachers, friends, peer groups and government influence career choice decisions of students (Singaravelu et al., 2006). Persistence to a career belongs to students who perform better on academic achievement score higher on locus of control come from a family with a higher socio-economic status and a higher parental education level; belong to a peer group of high esteem and aspirations (Mau et al, 2006).

2.4 Careers Guidance

The responsibility of careers' guidance and education in a school falls largely on the teachers within the Guidance and Counselling Department. Particularly, the Careers master or Mistress has a very significant role to play. The role involves advising the country's youth on the most suitable opportunities available to them as they choose subjects in which to
specialize as well as pursue once they are through with the secondary school cycle. Given
that it is of paramount importance that an individual leads a full and happy working life, that
in an organization where he or she works, he or she occupies an appropriate position in the
right job; and that in that position he or she finds enjoyment ensuring the most effective
working stamina and commitment. It becomes imperative that individuals and the totality of
their aptitudes, skills, qualities and abilities are matched with the right occupations. The
responsibility for careers masters and mistresses is a heavy one: they must execute their
mandate effectively for it is extremely important to the country that its young people work in
positions and jobs from which they can make a full contribution to society.

The aspect of guidance about careers should not appear to work in exclusion and divorced
from the total Guidance and Counselling department. It cannot claim to only look at certain
aspects about a student's growth ignoring others. A student is a totality of many aspects and
one cannot be viewed as compartmentalized. Teachers should work in consultation and for
the greater whole. For example, "educational difficulties are, quite often a result of personal
(including medical) problems, every educational choice implies a vocational one, and vice-
versa. Even if the latter is only limiting what one might subsequently undertake, while
personality and personal and family circumstances are important factors in career decision"
Heppell (1973). Seeing as these services are so closely related, it would seem that they
should be organized on a common basis and share the available facilities In the context of the
school, this means that their practitioners ought to operate within what could be called a
Careers' and Guidance Department. The premise upon which such collaborative work ought
to be based is that careers guidance is primarily concerned with the development of students.
As the general Guidance and Counselling department highlights issues of adolescence
development it should link up and work with careers teachers. This is because as students
develop physically, emotionally, socially and intellectually, they also develop vocationally.
Careers guidance is important because through it;

- Students are made aware of the opportunities available for them as they progress
  through school and when they leave school- with regard to further education, training
  or direct employment.
• Students get to appreciate the requirements and demands of each of these career jobs and occupations.

• A more realistic picture of the actual goings on within the desired occupation is presented. Students understand the challenges, opportunities and rewards associated with the jobs.

• Students look more critically at their own characteristics, interests, abilities and aspirations against the realities of job demands.

• An atmosphere is created in which discussions may help generate useful ideas for students; as well as motivating them to talk openly to their peers, parents, siblings, teachers etc.

• Students may be better facilitated to make better choices of career paths and occupations.

• The careers guidance teachers can build a data base of relevant and useful information to facilitate student reference as well as case linkages with post-secondary school trainers, institutions and employers.

Careers guidance is primarily concerned with the development of the pupil and it is based upon the assertion that just as pupils develop physically, emotionally and intellectually, they also develop vocationally (Heppell, 1973). That careers guidance has to do with development of pupils and it must be a process extending over some years rather than a simple half-hour interview at some particular point in time. Indeed, for most pupils, careers development does not, or should not stop when they leave school and that the careers advisory service should be adequately staffed and equipped to deal with the guidance of the youth. Career Masters/Mistresses in addition to guidance of students on career choices have the obligation to prepare students to understand the various demands that working life will make upon them and help them to develop all the social and personal competence necessary to get and keep employment irrespective of what they choose; Beulah (1973). Career guidance services in school is concerned with the total development or the whole person as a process, covering the following aspects to varying degrees: assisting new pupils to adjust to new surroundings, helping to discover why certain pupils may be failing in their studies and trying to create
better study habits or learning conditions, assisting pupils to arrive at informed, wise, realistic and responsible decisions regarding educational and vocational plans, cooperating with careers teachers and the youth employment service, helping staff with difficult or problematic children, understanding personal problems and helping pupils acquire coping behaviour in difficult situations and assisting in the development of good personal relationships, helping young people to gain some kind of self-image, being available to parents and staff for discussion and the exchange of information; to administer individual or group tests of intelligence, aptitude, interest, personality and to maintain confidential personal records and to actively forge real links with outside agencies such as the Youth Employment Service, Ministry of Youth Development, Child Care, Child Guidance, welfare and Probation Department (Bosco et al., 2005).

Helping students to settle in their secondary environment and the formation of wise and realistic educational plans could help considerably and lessen the crisis element when making suitable and responsible career choices. A good school will have a careers education/guidance of its students as a priority which (secondary education) it cannot disregard (Eshiwani, 1987), A good school will have a school's career programme which always places the pupil at the focal point. A good school will have vocational guidance and general careers education as part of the total education process. It will develop a team approach and co-ordinated organizational pattern in order to provide an efficient careers program. It will have the careers master or mistress as the co-ordinator and facilitator of careers programme/work in the school.

According to Herr et al (1979), the role of career Master/mistress include:-

- Co-ordinating the career guidance programme
- Providing staff with the understanding necessary to assist each student to obtain a full-competency based learning experience,
- Co-ordinate the acquisition and use of appropriate occupational educational and labour market information.
- Help staff understand the process of human growth and development and assess need of individuals,
• Help staff plan for sequential student learning experiences in career development.
• Co-ordinate the development and use of a comprehensive, cumulative pupil data system that can be readily used by all students.
• Identify and co-ordinate the use of school and community resources needed to facilitate career guidance.
• Co-ordinate the evolution of student learning experiences and use the resulting data in counselling with students, in consulting with the instructional staff and parents, and in modifying the curriculum.
• Co-ordinate a job placement programmes for the school and provide for job adjustment counselling.
• Provide individual and group counselling and guidance so that students will be stimulated to continually and systematically interrelate and expand their experiences, knowledge, understanding skills and appreciations as they grow, and develop throughout life.
• Herr et al (1979) further states that career Masters/Mistresses (should) provide leadership in:
  o Identifying and classifying educational and occupational information,
  o Assimilating and applying career decision-making methods and materials
  o Eliminating the restrictions that racism and sexism place on opportunity.
  o Expanding the variety and appropriateness of assessment devices and procedures necessary for sound, personal, educational and occupational decision-making.
  o Emphasizing the importance of career counselling and of achieving its goals.
• Fredrickson (1982) says that the goals of career guidance are:
  i. Assistance in the selection of a major field of study
  ii. Assistance in self-assessment and self analysis
  iii. Assistance in understanding the world of work.
  iv. Assistance in career choice decision making.
  v. Assistance with access to the world of work.
  vi. Assistance in meeting the unique needs of various sub populations sections of the society.
Teachers, however, are counsellors to their pupils even as regards career choice (Farrant, 1980). To the guidance teacher, adolescence is an extremely important and useful stage because during it, students are very willing to examine ways of looking at themselves and the world of work in a critical way although at the same time it should be borne in mind that the students are vocationally immature and limited in their development and the dropout phenomenon during this stage presents a real threat as well (Beaulah, 1973). Guidance is therefore critical at this stage. According to the Bulletin of the European Communities (1970), in order to smoothly facilitate the transition from school to work, from students to workers, careers and general guidance becomes very important. According to Avent (1978), school careers guidance and counselling programmes are a deliberate attempt to match the student’s characteristics, abilities and interests with the demands, requirements and regards of the environment/society with a specific reference to the job market.

2.5 Challenges to Career Choice and Guidance

Irving et al (1970), identify serious flaws in the way many students make decisions on career choice:-

- **Complacency**- that students may ignore challenging information about the career choices they make. They adopt the attitude “it won't affect me”, "it will never happen". Complacency is a decision-making attitude appropriate if nothing much is at stake but not on career decisions.

- **Defensive avoidance**- when confronted with career choice decision and unable to believe they can find an acceptable solution, some people/students remain calm by resulting to wishful thinking or day dreaming. Students who fail to think about the implications of their career choices often engage in rationalization (deceiving themselves with self-satisfying but incorrect explanations for one's behaviour) or procrastination (putting off or delaying career choice decision)

- **Hypervigilance**- occurs in career decision making when people/students believe there is not enough time to find a solution and they panic. They search frantically for career possibilities and seize on hastily contrived solutions, overlooking the consequences of their choice as well as other alternatives.
• No choice- most students cannot discriminate sufficiently among careers to select one and commit themselves to it.

• Uncertain choice- where a choice has been made but the student is uncertain about it.

• Unwise choice- where there is disagreement between the student's abilities or interests and the career which he/she selects.

• Discrepancy- between interests and aptitudes in which there is a disagreement in the type or amount of these two traits as they interact or should interact in defining choice.

• Most schools do not have careers Guidance and Counselling departments and that choice of subjects and careers is left to the students. That majority of secondary school students joined institutions of higher learning without proper course choices, leading to poor performance and resulting to constant career changes in universities and working life.

• Careers guidance and counselling services has been left to teachers not only ill equipped for the job but who have other duties to attend to.

• There is lack of employed, trained personnel to disseminate careers choice information in terms of quality, quantity and especially the delivery of that information in a timely and personalized manner so that it can be utilized in an effective way by students in making their career choices.

There is lack of initial pre-service training for careers masters/mistresses and the existing in service workshops and seminars are not as exhaustive as initial preparatory training would be (Beulah, 1973). Such career teachers rely upon uncoordinated patterns of symposia; private reading, general teaching experience and their ingenuity as a basis for programmes and classroom methods. Teachers face another challenge of lack of adequate facilities as well as resources to effectively do their job (Michael et al, 1989). A typical school scenario may be one without adequately developed facilities like Careers Guidance and Counselling room. Teachers who find themselves in such a situation may resort to inviting speakers and opinion leaders to compensate. This is not itself necessarily negative but it is also done piece meal and not as a constant practice. There may be inadequate funds to finance visits to industry and places where occupations of interest may be viewed and interaction with specialists
realized. Some of the activities like partial attachments, Job-shadowing and apprenticeship are not practicable within the demands of time by the wide syllabus content that needs covering (Dondo, 2004). Related to this is that students have other competing demands and needs on their time. Add to this the drive to excel in national examinations and the challenges become all the more pronounced. Although parents acknowledge their role and attempt to support the career development of their children, parental messages contain an underlying message of "don't make the same mistakes that I did" (Taylor et al., 2004). These interactions may influence students to select specific collegiate subjects/majors or pursue particular occupations not necessarily their own interests. Family interactions could be facilitator of hindrance to students choosing suiting careers. Family variables that influence the career choices students such as socio-economic status, education level of parents, parenting style and such like may present formidable challenges (or facilitators) to appropriate career choices (New York City Board of Education, 1985).

Newton et al (1998) say that advising the nation's youth/students on the most suitable opportunities available to them when leaving school is of vital importance. It is important to the individual if he/she are to lead a full and happy working life. It is important to the organization he/she works for that he/she occupies appropriate job in which she/he finds enjoyment and in which she/he can perform effectively. It is important to the country that its young people work in positions from which they can make a full contribution to society. Many school leavers are at present not fully prepared for the difficult transition from education to the world of work in spite of the total dedication of the many well qualified men and women working in the field. Shankar (1992) contends that career guidance is about encouraging the students to ask and to find answers to the questions: What do I want to do with my life? What sort of person do I wish to become? What opportunities, educational and occupational are feasibly within my reach? Career guidance involves the close marriage of educational and vocational guidance so that all the occupational implications of educational choices are fully explored well in advance of decisions on career choice. Career choice is not easy as it involves gathering information about ourselves and about various careers/occupations: estimating the probable outcomes of various courses of action and, choosing alternatives that we find attractive and possible (Shertzer, 1973). Ideas about career planning
also include studying oneself i.e. examining one's strengths, weaknesses, goals and trends in personal development: writing career ideas down, i.e. organizing ideas about one's career development—it helps to crystallize one's thinking and to recognize fuzzy and half formed ideas; setting up some hypothesis or predictions about oneself in a career—considering the kind of person one is, what one is likely to be like, what changes are likely to take place in a career, possible problems in a career and their possible solutions: becoming familiar with the pathways for entering occupations/careers that interest one such as through apprenticeship programmes, training, reviewing one's plans and progress periodically with another person, i.e. taking stock of one's situation and considering what steps have to be taken next, taking inventory of progress and further planning, talking ones plans with careers master/mistress in school, parents friends. If one chooses a career not fitting, one can start over /change career; getting second start in a career that fits one. Yet career choice demands true reasoning on and, a thorough knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities and prospects in different lines of career (Herr et al., 19790. The best approach in career choice decision making is vigilance and it occurs when people/students believe that a choice should be made, that they can find a solution on their career choice and that there is enough time to do so (Shertzer, 1973). Under these conditions, students have a challenge of conducting an effective search for alternative careers, carefully evaluate each alternative and work out contingency plans in case one or another risk appears.

According to Aswani, (1992) approaches to career development and choice involves the challenge of balancing the trait and factor or actuarial approaches; abilities; needs and interests: stereotypes and expectations (information that people have regarding careers is often indirect and stereotypic); significant others (adults, parents, teachers, counsellors, peers, e.t.c); values (what an individual values; both in work itself and in the rewards which work is perceived as offering has an effect on career choice); residence (the size of the community from which an individual comes from); family (child rearing patterns, socio-economic level affects career choice and maturity, even inheritance); adjustment (factors of general psychological adjustment. Career development patterns of emotionally disturbed students is not so smooth as that of well adjusted students, that the more severe the
maladjustment, the more chaotic the careers choice); risk taking (that there is a significant relationship between career-choice and a propensity for risk taking. That risk taking plays a part in career decision making); and aspirations (the level of aspiration influences career-choice. It affects curriculum choice hence career choice. Whether one's expectations are similar to ones aspirations appear to depend on past success-failure experiences, education and consequent vocational/career maturity) Herr et al., (1979).

Fredrickson (1982) says that appropriate, wise career-choice ought to be taken as a serious challenge because our careers influence the following factors about us:-
- Income and standard of living
- Social identity
- Educational level
- Clothes or uniform worn
- Predominant personality characteristics
- Hobbies and interests
- Lifestyle
- Friends
- Place of residence

However, it is unfortunate that career choice decisions, such important to one's whole life is often left to chance, reading of newspaper, admired T.V heroes/heroines, coincidental contacts with relatives or friends (Fredrickson, 1982). Career choice is a developmental process extending through life and should be guided by a clear understanding of oneself, aptitudes, abilities, interests, resources, limitations, e.t.c. (Dondo. 2004).

Schreens et al (2005) say that six career factors and competencies of career self-management prove to be relevant for career development - career development ability, reflection on capacities and reflection on motives, work exploration, career control and networking. Among the explanatory variables that are considered, mobility perspective and career support at work and private life appear to be associated most strongly with career competence. Mau et al (2006) acid that increased mobility, a dynamic work environment and an increased level of career support from employers are seen as characteristics of a modern career. All of these
characteristics put emphasis on individual and self-management in career development. Students reporting job-related goals are more likely to make positive persistence decisions than students reporting unknown goals faced with career choice. Men are more likely to report value-related goals than women, whereas women are more likely to report job-related goals than men (Hull-Blanks et al, 2006).

Parents can ruin a child's career choice (The Standard, 2008). Children have different abilities and talents and a parent or guardian should not push them to pursue a profession. Parents are increasingly influencing their children's career making decisions and at times, this has made them to land in the wrong career choices. Although there are other sources of influence like peers, television, movies and the internet, parents are the main influencers. Although parents have a responsibility of shaping their children's life and aspirations, some parents overdo it and end up ruining career choices of their children, causing many parent-child relationship problems. Many parents think that since they are successful by following certain career paths, their children should follow suit. Parents need to recognise and accept the fact that their children may have different abilities and talents different from their own and they should be nurtured. Therefore, they should not force their children to be carbon copies of themselves, like the same things they like, or have the same career aspirations as they do. They should be given a free hand. Parents should not pressure children to take a career simply because it is high paying. They should not demand their children pursue careers that pay the most money, rather than careers that appeal to and complement their talents and abilities. As much as parents would want to see children succeed in life, they should not push and manipulate them toward professions because they seem to be more prestigious or they will satisfy the ego of their parents because such children could very well find themselves on the road to frustration, depression or career disaster.

The responsibility of careers' guidance in Kenya secondary schools falls largely on the teachers within the Guidance & Counselling Department particularly the Careers Master/Mistress. Their role include advising students on the most suitable opportunities available to them as they choose subjects in which to specialize as well as pursue once they are through with the secondary school cycle. According to Dondo (2004), careers guidance
for students is important for it makes students become aware of the opportunities available for them as they progress through school and when they leave school with regard to further education, training or direct employment. Careers guidance also helps students to appreciate the requirements and demands of each of the careers chosen giving them a more realistic picture of the actual going on within the desired career and understanding of the challenges, opportunities and rewards associated with various careers. Mau et al., (2006) add that career's guidance help students look more critically at their own characteristics, interests, abilities and aspirations against the realistic of career demands, and facilitates students to make better choice of career paths. Mau et al (2006) further say that careers guidance creates for students an atmosphere for discussion which help generate useful ideas for students as well as motivating them to talk openly to their peers, parents, siblings, teachers e.t.c Dondo (2004) says that the role of a school's Careers master/mistress include co-coordinating the careers guidance programme, co-coordinating the acquisition and use of appropriate educational career and, labour/job market information; helping other educators/teachers understand the process of human growth and development and assess needs of individual students: help other teachers plan for sequential student learning experiences in career teachers understand the process of human growth and development and assess needs of individual students: help other teachers plan for sequential student learning experiences in career development; identify and co-ordinate the use of school and community resources needed to facilitate career guidance; co-ordinate the development and use of a comprehensive, cumulative pupil data system that can be readily used by all students and others concerned; co-coordinating the evolution of student learning experiences and use the resulting data in counselling with students in consulting with the instructional staff and parents and in modifying the curriculum and, assimilating and applying appropriate career decision making methods and materials.

However, Dondo (2004) observes that most schools do not have careers guidance and counselling departments and that choice of subjects and careers is left to the students. Dondo (2004) adds that careers guidance and counselling services have been left to teachers not only ill equipped for the job for lack of relevant careers training but also who have other pressing duties to attend to. Taylor et al (2004) agree with Dondo's (2004) view by observing that
there is lack of employed, trained personnel to disseminate careers choice information in terms of quality, quantity and especially the delivery of that information in a timely and personalized manner so that it can be utilized in an effective way by students in making their career choices. Beulah (1973) observes that there is lack of initial pre-service training for careers masters/ mistresses and the existing in service workshops and seminars are not as exhaustive as initial preparatory training would be. This means that such career teachers rely upon uncoordinated patterns of symposia, private reading, general teaching experience, and their ingenuity as a basis for programmes and classroom methods.

Michael, Douglas and Barbara (1989) noted that teachers charged with careers guidance for students face a challenge of lack of adequate facilities as well as resources to effectively guide students on career choice and that a typical school scenario may be one without adequately developed facilities like careers guidance and counselling room. Teachers who find themselves in such a situation may resort to inviting speakers and opinion leaders to (talk to students) compensate, that this is not itself necessarily negative but it is also done piece meal and not as a constant practice. Dondo, (2004) notes that there is an inadequate fund to finance students on visits to industry and other places careers of interest may be viewed and interaction with specialists realized and, that other activities like partial attachments, job shadowing and apprenticeship are not practicable within, he demands at time by the wide syllabus content that needs covering. Related to this is that students and their careers guidance teachers have other competing demands and needs on their time. Add to this the drive to excel in national examinations and the lack of serious attention on career choice becomes all the more pronounced. Taylor et 211 (2004) observe that parental messages contain underlying direct influences on their youth's career choice and which careers may not be necessarily in the youths' interests. Family interactions also could be facilitator or hindrance to students choosing suiting careers as observed by the New York City Board of Education (1985).

Majority of secondary school students joined institutions of higher learning without proper career choices which led to constant change of courses pursued and eventual poor performance. The study also found that most schools did not have a guidance and counselling
department and that choice of subjects and careers was left to the students. Career's guidance and counselling services had been left to teachers not only ill equipped for lack of relevant training for the role but who had other duties to attend to and also that career guidance and counselling programmes fizzled out in the early 1980s for most schools. This left students on their own to make career choice decisions. Students who fail to make job market-oriented career choices early enough and build on them fail to clinch top corporate organization jobs and when they do, their performance is usually found wanting.

A student's career choice should be based on abilities, interest, and attraction. Parents, teachers and other stakeholders in a student's career choice need to find ways to encourage and support children and help them discover the career choices that are consistent with their talents. A student's whole characteristics should be identified, understood, their abilities and interests taken into account before they are given desirable guidance that will not be in conflict with their interests. According to Molapo and Merve (2007), a sensible, correct career choice decision should be based on all the facts available and possible. To make a responsible career decision, the students need all the facts and available information regarding themselves (on academic ability, aptitudes, interests, personality, values and ideals) and careers (which institutions etc.; visits to companies where a variety of jobs can be observed; job placement during holidays: projects initiated by teachers/counsellors: newspaper advertisements on job opportunities and career exhibitions). Molapo et al., (2007) quote Lindhard and Dlamini (1990) as saying that knowledge of oneself is essential in career choice decision making and every student should be able to answer the question “Who am I?” that if you do not know who You are, you cannot decide what to become. However, that a very important helping factor (or stumbling block) is the parent since most parents are not informed about all the possibilities, requirements and changes which exist in the career fields and this lack of knowledge which is quite understandable can hinder a pupil in his/her career choice decision making.

2.6 Summary

The way a student applies himself/herself to his/her educational opportunities and the curriculum choices he/she makes are functionally related to his/her career choices (Kinai,
Career choice should be a process constituting discovering an individual's potentials and developing them towards a satisfying, self-fulfilling and socially useful career. That career choice involves a student answering that question "What shall I do in life?" and he/she requires a wealth of information about his/her self about occupations and about how both relate to the social structure in which he/she lives. The student needs to understand the world of work; understand themselves in relation to the world of work: assemble information about many common occupations and to guide them in finding information about less familiar jobs; to recognise those occupations in which they may find satisfaction and develop their fullest potential; to understand the practicalities of the occupational choices they make; to plan their approaches to the careers of their choice, or for the training or higher education prerequisite to them.

In Kenya specifically, Dondo (2004) observes that secondary school students are young, highly impressionable and limited in their grasp of the requirements of the job market and that choosing a career that can enhance their easy access to the waiting world of work and especially which they aspire for is difficult for them. Aswani (1992) observes that majority of secondary school students join institutions of higher learning without clear career choices and that careers guidance and counselling programmes fizzled out in the early 1980's for most schools (Nyandarua schools included) leaving students to make career choice decisions on their own. Kinai (2006) says that most Kenya secondary schools students (Nyandarua students inclusive) fail to make job oriented career choices and thus fail to clinch top corporate organization jobs and that when they do, their performance is usually found wanting.

Dondo (2004) notes that lack of clear careers guidance and counselling programmes in Kenya secondary schools has hampered professional development of many school leavers due to inappropriate career choices, meaning that many such school leavers are eventually unable to achieve their career dreams later in life. Dondo (2004) adds that even in schools where there is careers guidance, such careers guidance has become difficult for the teachers tasked with the role especially due to the current severe unemployment problem in the country.

Kinai (2006) says that text books affect girls' career choice which is greatly influenced by the stereotyped images of women as presented to them in the text books especially where girls were given outmoded roles which later influence their way of thinking and eventual
career choices. Kinai adds that tradition also hurts women's career choice, for instance, choice of subjects in schools still tends to reflect traditional sex roles with fewer girls on science courses and boys being encouraged to select technically based subjects and that there are 'proper' careers for boys and for girls. Eshiwani (1987) says that teachers and parents play a great role in influencing students' career choice in Kenya (Nyandarua students included) whether appropriately or inappropriately.

This study thus investigated the factors (Personal/individual, Home based and School based) that influence career choice decisions of students in public secondary schools of Ol Joro Orok Division in Nyandarua North District. It also sought the views of both students and Careers Guidance and Counselling teachers on how to improve guidance on careers choice. To the researcher's knowledge, there was no evidence of such a study which had been conducted in the said Division/area of study.
CHAPTER THREE

METHODOLOGY

3.1 Introduction
This chapter focuses on the procedures that were used to carry out the study. The chapter is divided into nine sections. These include: Research Design, Research Locale, Target Population, Sampling Procedure, Instrumentation, Piloting, Reliability and Validity of Research Instruments, Data Collection Procedure and Data Analysis Techniques.

3.2 Research Design
The purpose of this study was to investigate the factors that influence students’ career choice in the public secondary schools of Ol Joro Orok Division of Nyandarua North District. Survey research design was used. Orodho (2003) defines a research design as the plan that is used to generate answers to research questions. Mugenda and Mugenda (1999) say that survey research design enables collection of information easily from the subjects in their natural environment regarding issues being explored. Sproull (1998) says using the survey research design; the researcher can collect large amounts of data from the subjects of interest thereby making it possible to carry out an in-depth analysis of the phenomenon being explored. Orodho (2003) adds that survey research design is a method of collecting information by interviewing or administering questionnaires to a sample of individuals. It can be used when collecting information about peoples' attitudes, opinions and habits. The study adopted the survey research design and a sample obtained from the target population yielded relevant information for the research.

3.3 Research Locale
Ol Joro Orok Division is in Central Province, Nyandarua North District and is bordered to the North by Nyahururu town, Ol Kalou Division to the South, Ndaragwa Division to the East and Subukia Division of Nakuru District to the West. The researcher chose to carry out the research in this division because there is no evidence of such a research which has been carried out in the division. Further, it was necessary to carry out the study in the division to establish the extent to which the problem of student's career choice guidance as documented...
in the earlier chapters of this proposal is prevalent. Related studies, as documented in chapters one and two of this report have shown that there is a general problem of students career choice and which informed one assumption of this study that there is a career choice guidance problem in the public secondary schools of Ol Joro Orok Division. Related studies in the aforesaid chapters of this document also indicate that most public secondary schools in the country have no elaborate Careers Guidance and Counselling departments and there was no evidence that public secondary schools of Ol Joro Orok Division were an exemption. Putting all these factors into account, the researcher investigated the factors that influence students' career choice in the public secondary schools of Ol Joro Orok Division.

3.4 Target Population

3.4.1 Schools
The 10 public secondary schools in Ol Joro Orok Division were targeted for the study as they were found not to be many by the researcher especially because not all the subjects (students) in the said schools were to be involved in the study. This was a census study for the schools and which is appropriate where the subjects under study are not many as to warrant sampling.

3.4.2 Subjects
All the 763 Form Four students and 22 Careers Guidance and Counselling teachers in Ol Joro Orok Division were the subjects of the study. Form four students, who were at the end of their four years secondary school course were selected for the study as they were more likely to have made their career choices. Careers Guidance and Counselling teachers in the Division's public secondary schools were targeted by the study because they are responsible for guiding students on career choice through careers guidance & counselling programmes.

3.5 Samples and Sampling Procedure
The study targeted the Form Four students' population of 763 and 22 Careers Guidance & Counselling teachers in Ol Joro Orok Division. According to Krejcie and Morgan (1970), the ideal sample size is 34% of the target population. In this regard, 34% of the targeted Form four student population of 763 was a sample of 261 students which is within the margin of
N = 750 and S = 254 (where N is the target population size and S is the ideal sample size) in the table of Krejcie and Morgan (1970) for determining sample size for research activities. This process is summarised in the two tables below.

Table 3.5.1: Target Population; Form Four Students and Careers Guidance and Counselling Teachers

<table>
<thead>
<tr>
<th>School No.</th>
<th>Target Population (Form IV) by Sex</th>
<th>Total</th>
<th>Careers Guidance and Counselling Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>36</td>
<td>22</td>
<td>58</td>
</tr>
<tr>
<td>2.</td>
<td>39</td>
<td>35</td>
<td>74</td>
</tr>
<tr>
<td>3.</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>4.</td>
<td>178</td>
<td>-</td>
<td>178</td>
</tr>
<tr>
<td>5.</td>
<td>15</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>6.</td>
<td>31</td>
<td>19</td>
<td>50</td>
</tr>
<tr>
<td>7.</td>
<td>147</td>
<td>-</td>
<td>147</td>
</tr>
<tr>
<td>8.</td>
<td>21</td>
<td>29</td>
<td>50</td>
</tr>
<tr>
<td>9.</td>
<td>40</td>
<td>41</td>
<td>81</td>
</tr>
<tr>
<td>10.</td>
<td>40</td>
<td>47</td>
<td>87</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>551</strong></td>
<td><strong>212</strong></td>
<td><strong>763</strong></td>
</tr>
</tbody>
</table>

*Source: Researcher's Own (2010)*
Table 3.5.2: Sample Size; 34% of the Total Form Four Population per School

<table>
<thead>
<tr>
<th>School</th>
<th>Total Form Four Population</th>
<th>34% of Total = Sample Size</th>
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<tbody>
<tr>
<td>1</td>
<td>58</td>
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<td>25</td>
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<tr>
<td>3</td>
<td>8</td>
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<tr>
<td>4</td>
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<td>61</td>
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<td>10</td>
<td>87</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>763</td>
<td>261</td>
</tr>
</tbody>
</table>

Source: Researcher’s Own (2010)

A school of the neighbouring Ol Kalou Division was selected on the basis of convenient sampling for ease of access by the researcher for piloting the study instruments. Orodho (2003) says that population elements or samples may be selected based on ease of access. In mixed secondary schools, the target population (Form Four students) were stratified into two categories of boys and girls. Orodho (2003) says that if the population from which a sample is to be drawn does not constitute a homogeneous group, then a stratified sampling technique is applied so as to obtain a representative sample. So the researcher stratified Form Four classes of mixed schools into two strata of boys and girls so as to select members from each of the boys and girls stratum. Systematic random sampling was then used to pick the required sample size from each stratum. Orodho (2003) says that systematic sampling involves selecting members at equal intervals using a list like class attendance register of students or nominal roll. The researcher obtained class lists of the schools boys and girls and selected members at equal intervals of every 2\textsuperscript{nd} name in the lists until the desired sample Size was obtained from each stratum. It means where the sample size required was 20, for instance, 10 boys and 10 girls were selected based on the 2nd interval from their respective (boys and
In all the schools which participated in the study, one Careers Guidance and Counselling teacher also participated. Where a school had more than one Careers Guidance & Counselling teacher, the Head of the Department of Careers Guidance & Counselling was asked to participate. Other careers guidance teachers were sampled on the basis of longer experience in careers guidance. The Careers Guidance and Counselling teachers provided useful data sought by the study such as on the careers most chosen by the students and the reasons given for most career choices, school careers guidance & counselling departments programmes and activities, challenges of career choice guidance & counselling as well as how the career choice Guidance & counselling could be improved.

3.6 Research Instruments
According to Orodho (2003), a questionnaire is the most commonly used research tool. Through the questionnaire data collection strategy, one can reach a large number of subjects who are able to read and write independently. The questionnaire data collection too helps in eliciting feelings, beliefs, experiences, perceptions and attitudes of a sample of individuals. The researcher considered a questionnaire ideal for collecting data from the students and Careers Guidance and Counselling teachers since they are literate and could express their feelings and attitudes in writing. Orodho (2003) further says that a questionnaire presents an even stimulus potentially to a large number of respondents simultaneously and that it also provides a researcher with a relatively faster accumulation of data. The researcher used the following two questionnaires:-

3.6.1 Career Choice Factors for Students Questionnaire
A Career Choice Factors for Students Questionnaire was administered to the student respondents. This questionnaire had 25 items. It had four sections A, B, C & D. Section A gathered data on the personal factors that influence career choice of students and had six items. Section B elicited data on school based factors that influence career choice among students and had 11 items. Section C had items which collected data on home based factors
which influence career choice of students and it had seven items. Section D had items on respondents' views on ways in which teachers and parents could improve career choice guidance for students and had one item split into two parts.

3.6.2 Careers Guidance and Counselling Teachers Questionnaire

This questionnaire had eighteen items. It had sections A and B. Section A had items that aimed at gathering data on the Careers Guidance Teachers role in influencing students' careers choice and careers guidance programmes in their respective schools. The section had fifteen items. Section B had three items to gather data on challenges facing career choice guidance and the views of Careers Guidance and Counselling Teachers on how careers choice guidance for students could be improved.

3.7 Pilot Study

This is also called Pre-testing the questionnaire. Pre-testing is that part of the research process whereby the researcher pilots an already prepared research instrument using selected subjects in the population (Mugenda and Mugenda, 1999). The pre-testing (pilot) group should not be included in the actual study sample in order to control extraneous influence in the findings due to the group's prior knowledge of the information being gathered in the study. A pilot study was carried out in one school of the neighbouring Ol Kalou Division and the school was selected on the basis of convenient sampling technique based on ease of access. All the school's Form Four students and their careers guidance and counselling teachers were involved in the piloting exercise. Procedures used in pre-testing the questionnaires were identical to those which were used during the actual study. Pre-testing helped to refine the study questionnaires. It guided the researcher on the time required to complete the questionnaires, comprehension of the questionnaires items, clarity of the (terminology of the items or the) questionnaires and sufficiency of space to write the responses of the questionnaires items. Pre-testing also pointed out wrongly phrased and vague questionnaires items and which informed rephrasing the items until they conveyed the same meaning to all respondents. This enhanced the validity of the questionnaires. Pre-testing also revealed the appropriateness of the anticipated analytical techniques.
3.7.1 Reliability of Research Instruments

Reliability of the research instruments is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 1999). Scores obtained by each respondent on the first and second test should be quite close (Orodho, 2003). If they are not, then the questionnaire is of low reliability. According to Frankel and Wallen (1993), reliability of a research instrument refers to the extent to which the research instrument yields constant results on repeated trials and the reliability of the instrument is determined by its consistence in testing what it is expected to measure. In conducting the test retest technique to test reliability of the questionnaires for this study, the following steps were used:-

(i) The developed questionnaires were given to all Form Four (IV) students and careers guidance and counselling teachers in the pilot school and both were ineligible to participate in the actual study.

(ii) The answered questionnaires were scored manually.

(iii) The same questionnaires were administered to the same group of respondents after a period of four weeks while all initial conditions were kept constant.

(iv) The questionnaires responses were scored manually on pre-test and post-test scores.

(v) The Pearson Product – Moment Correlation between the pre-test and post-test scores was calculated to establish the relationship on continuous data using the formula;

\[
(\text{or } r) = \frac{\sum(X_1 - X)(Y_1 - Y)}{\sqrt{n \cdot \sigma_X \cdot \sigma_Y}}
\]

where

- \(X_1\) = ith value of x variable
- \(X\) = mean of \(X\)
\[ Y_i = \text{ith value of Y variable} \]

\[ \bar{Y} = \text{mean of Y} \]

\[ n = \text{number of pairs of observations of X and Y}. \]

\[ \sigma_X = \text{standard deviation of X} \]

\[ \sigma_Y = \text{Standard deviation of Y} \]

Frankel et al. (1973) say that Pearson's Coefficient of Correlation (or Simple Correlations) is the most widely used method of measuring the degree of relationship between two variables. Pearson's Coefficient of Correlation is also known as the Product Moment Correlation Coefficient. The value of "r" (which applies when we take zero as the assumed mean for both variables X and Y) lies between +1. Positive values of "r" indicate positive correlation between the two variables whereas negative values of "r" indicate negative correlation. A zero value of "r" indicates that there is no association between the two variables. When "r" = (+) 1, it indicates perfect positive correlation and when it is (-) 1, it indicates perfect negative correlation. The value of "r" nearer to +1 or -1 indicates high degree of correlation between the two variables.

In this case, the Pearson Product-Moment Correlation was used to measure the degree of relationship between the pre-test and the post-test scores and the extent to which the contents of the questionnaires were consistent in eliciting the same responses every time the instrument was administered. A correlation co-efficient of about 0.8 was considered high enough to judge the instruments as reliable for the study (Orodho, 2003). Yet the reliability of a measure was not of much use unless the measures also had validity (Orodho, 2003).

3.7.2 Validity of Instruments

Validity is concerned with establishing whether the questionnaire content is measuring what it is supposed to measure. Validity is the degree to which the empirical measure or several measures of the concept accurately measure the concept. According to Mugenda and
Mugenda (1999), content validity concerns the degree to which the test items represent the domain of indicators or content of a particular concept being measured. This study used content validity, a non-statistical method used to validate the content employed in the questionnaires. The items of the questionnaires to be tested were written down and the questions were checked against these items to make sure that all the items are adequately represented. Then a panel of three judges (experts in research methodology and instrumentation and competent in the area being studied) were consulted to assess the relevance of the content used in the questionnaires developed for the research study. The researcher consulted lecturers in the relevant departments of Kenyatta University for this purpose and this was done after the pilot study. The lecturers were requested by the researcher to examine the questionnaires individually and provide feedback to the researcher. Their recommendations were then incorporated in the final questionnaires for the actual study.

3.8 Data Collection Procedure

Data collection was done by administering research questionnaires which subjects responded to. The researcher obtained a research permit from the Ministry of Higher Education, Science and Technology. He then visited the District Education Officer (D.E.O) of Nyandarua North District and obtained permission to conduct research. The D.E.O gave the researcher permission and an introductory letter to present to the Ol Joro Orok Division Education Office and also to the principals of the schools participating in the study. The researcher booked appointments with each school's Principal. On the appointed day, the researcher assembled the study's respondents and explained to them the purpose of the study, what they were required to do and assured them of confidentiality and anonymity of the information provided. The exercise was carried out after 4.00pm and whenever it was possible, during lunch breaks; and on Saturdays for the students who were in school and where such an arrangement was agreed upon. Care was taken by the researcher to ensure that the session selected for the exercise gave ample time to complete the questionnaire. The researcher administered the questionnaires to the respondents and this enabled the researcher to collect the questionnaires personally from the respondents thus enhancing high return rates, saved time and avoided failure of the study that could occur if the questionnaires were not returned.
3.9 Data Analysis Plan

According to Orodho (2003), data analysis is the computation of certain measures along with searching for patterns of relationships that exist among data-groups. In this study, collected data were summarised and organised in such a manner that they would answer the research questions. The collected data were edited by examining the raw data to detect errors and omissions and for necessary corrections. The data were then coded by assigning numerals or other symbols to answers so that responses could be put into a limited number of categories or classes. Since the collected data were a large volume of raw data, they were reduced into homogenous groups to give meaningful relationships and this was achieved through classification by arranging the data in groups and classes on the basis of common characteristics. The classification of data was both according to attributes (based on common characteristics) and according to class-intervals. The data were tabulated by being arranged in concise and logical order. Tabulation helped in summarising raw data and displaying them in compact form especially in statistical tables for further analysis. The data were then arranged orderly in columns and rows.

Descriptive statistics like mean, mode and median were used to process the data and from which inferences and conclusions were made. Finally, processed data were presented using frequency tables and graphically by use of pie charts. This data analysis was done through the computer package of Statistical Programme for Social Sciences (SPSS).
CHAPTER FOUR
DATA ANALYSIS AND PRESENTATION

4.1 Introduction
This chapter presents the findings of the study which was carried out in Ol Joro Orok Division, Nyandarua North District, Kenya. The study focused on factors that influence students' career choice in public secondary schools.

The chapter is divided into two main sections. Section One presents demographic data of the respondents while section Two presents the findings of the study which are presented by the research questions.

4.2 Data Analysis Procedure
The researcher collected data on nominal variables, for instance age, gender and type of school and analysed them using percentages which formed the basis of answering the research questions. This was accomplished through a computer that utilized the Statistical Package for Social Sciences (SPSS) Programme. Conclusions and recommendations were made based on the results of the study. The study also used frequencies and graphs.

4.3 Data Analysis and Presentation

4.3.1 Section One: Demographic Data
Age of Respondents
Out of the 235 students who responded to the questionnaire, 150 (63.8%) students were aged between 18 -20 years, 19 (8.2%) were aged between 20 - 22 years and 66 (28%) were aged below 18 years

Table 4.1 Age of Respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 22 years</td>
<td>19</td>
<td>8.2</td>
</tr>
<tr>
<td>Below 18 years</td>
<td>66</td>
<td>28.0</td>
</tr>
<tr>
<td>18 - 20 years</td>
<td>150</td>
<td>63.8</td>
</tr>
<tr>
<td>Total</td>
<td>235</td>
<td>100.0</td>
</tr>
</tbody>
</table>

55
Gender

Out of the 235 respondents, 124 (52.8%) male and 111 (47.2%) female students responded to the questions, as indicated below.

Fig. 4.1 Gender of Student Respondents

![Gender distribution chart](chart.png)

Type of School and Career Choice

Of the 10 target schools, nine were mixed secondary schools and only one was a girls' secondary school. Out of the 235 respondents, 223 (95%) had heard about careers and 228 (97%) of them had chosen their careers.

4.3.2 Section Two: Research Questions

The specific research questions were;

1. What are the career preferences for boys and girls students in the public secondary schools of Ol Joro Orok Division?
2. What are the main sources of careers' information for students of the public secondary schools in Ol Joro Orok Division?
3. What is the contribution of home and school based factors on students' career choice?
4. How can career choice guidance for students of the public secondary schools in Ol Joro Orok Division be improved?

4.4 Careers Chosen by Students

The study sought to establish preferences in career choice of students
Table 4.2 Most Preferred Careers Choice by Students

<table>
<thead>
<tr>
<th>Most Preferred Career</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicine/Pharmacy</td>
<td>50</td>
<td>22.6</td>
</tr>
<tr>
<td>Law</td>
<td>31</td>
<td>14.0</td>
</tr>
<tr>
<td>Engineering</td>
<td>30</td>
<td>13.6</td>
</tr>
<tr>
<td>Journalism</td>
<td>20</td>
<td>9.04</td>
</tr>
<tr>
<td>Army/Police</td>
<td>19</td>
<td>8.60</td>
</tr>
<tr>
<td>Management</td>
<td>16</td>
<td>7.23</td>
</tr>
<tr>
<td>Accountancy</td>
<td>14</td>
<td>6.33</td>
</tr>
<tr>
<td>Aviation</td>
<td>12</td>
<td>5.42</td>
</tr>
<tr>
<td>Tourism</td>
<td>5</td>
<td>2.26</td>
</tr>
<tr>
<td>Business</td>
<td>4</td>
<td>1.80</td>
</tr>
<tr>
<td>Teaching</td>
<td>3</td>
<td>1.40</td>
</tr>
<tr>
<td>Communication</td>
<td>3</td>
<td>1.40</td>
</tr>
<tr>
<td>Artist</td>
<td>3</td>
<td>1.40</td>
</tr>
<tr>
<td>Arts</td>
<td>3</td>
<td>1.40</td>
</tr>
<tr>
<td>Agriculture</td>
<td>2</td>
<td>.90</td>
</tr>
<tr>
<td>Library &amp; Information Science</td>
<td>1</td>
<td>.50</td>
</tr>
<tr>
<td>Architecture</td>
<td>1</td>
<td>.50</td>
</tr>
<tr>
<td>Catering</td>
<td>1</td>
<td>.50</td>
</tr>
<tr>
<td>Arts</td>
<td>1</td>
<td>.50</td>
</tr>
<tr>
<td>Community development</td>
<td>1</td>
<td>.50</td>
</tr>
<tr>
<td>Politics</td>
<td>1</td>
<td>.50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>221</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The data in the Table 4.2 indicates that out of 221 students who responded to the question, the highest number 50 (22.8%) preferred Medicine, 31 (14%) preferred Law, 30 (13.6%) preferred Engineering and 20 (9.04%) wished to pursue Journalism. It meant that Medicine,
Law, Engineering and Journalism were the most preferred careers in that order. The study also sought to determine the students’ career preferences by gender.

### 4.4.1 Male Career Preferences

<table>
<thead>
<tr>
<th>Career</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering</td>
<td>28</td>
<td>24.1</td>
</tr>
<tr>
<td>Medicine</td>
<td>20</td>
<td>17.2</td>
</tr>
<tr>
<td>Law</td>
<td>15</td>
<td>12.9</td>
</tr>
<tr>
<td>Army/Police</td>
<td>14</td>
<td>12.1</td>
</tr>
<tr>
<td>Aviation</td>
<td>10</td>
<td>8.6</td>
</tr>
<tr>
<td>Management</td>
<td>8</td>
<td>6.9</td>
</tr>
<tr>
<td>Journalism</td>
<td>6</td>
<td>5.2</td>
</tr>
<tr>
<td>Accountancy</td>
<td>4</td>
<td>3.4</td>
</tr>
<tr>
<td>Business</td>
<td>3</td>
<td>2.6</td>
</tr>
<tr>
<td>Artist</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>Tourism</td>
<td>1</td>
<td>.9</td>
</tr>
<tr>
<td>Library &amp; Information Science</td>
<td>1</td>
<td>.9</td>
</tr>
<tr>
<td>Architecture</td>
<td>1</td>
<td>.9</td>
</tr>
<tr>
<td>Agriculture</td>
<td>1</td>
<td>.9</td>
</tr>
<tr>
<td>Arts</td>
<td>1</td>
<td>.9</td>
</tr>
<tr>
<td>Politics</td>
<td>1</td>
<td>.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>116</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From Table 4.3, out of the 116 male students who responded to the question, 28 (24%) of the male students considered Engineering to be most important as compared to 20 (17.2%) in Medicine. The most preferred careers for male respondents were found to be Engineering 28 (24%), Medicine 20 (17.2%), Law 15 (12.9%) and Piloting 10 (8.6%); in that order.

58
4.4.2 Female Career Preferences

Table 4.4 Most Preferred Careers by Female Students

<table>
<thead>
<tr>
<th>Career</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicine</td>
<td>30</td>
<td>29.1</td>
</tr>
<tr>
<td>Law</td>
<td>16</td>
<td>15.5</td>
</tr>
<tr>
<td>Journalism</td>
<td>14</td>
<td>13.6</td>
</tr>
<tr>
<td>Accountancy</td>
<td>10</td>
<td>9.7</td>
</tr>
<tr>
<td>Management</td>
<td>8</td>
<td>7.8</td>
</tr>
<tr>
<td>Army/police</td>
<td>5</td>
<td>4.9</td>
</tr>
<tr>
<td>Teaching</td>
<td>4</td>
<td>3.9</td>
</tr>
<tr>
<td>Tourism</td>
<td>4</td>
<td>3.9</td>
</tr>
<tr>
<td>Communication</td>
<td>3</td>
<td>2.9</td>
</tr>
<tr>
<td>Engineering</td>
<td>2</td>
<td>1.9</td>
</tr>
<tr>
<td>Aviation</td>
<td>2</td>
<td>1.9</td>
</tr>
<tr>
<td>Business</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Cateress</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Agriculture</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Community development</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Arts</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>103</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Out of the 103 female students who responded to the question, 30 (29%) of them preferred Medicine while 16 (16%) had interest in Law. 14 (14%) wished to pursue Journalism while 10 (9.7%) preferred Accountancy. This showed that the most preferred career choices for female students were Medicine, Law, Journalism and Accountancy in that order. Comparatively, Engineering was the most preferred career by male students while female students preferred Medicine most and which was the second most preferred career by male students. Law was the second most preferred career by female students.

4.5 Sources of Careers Information

It was encouraging to note that more than half (50%) of the students interviewed said they
had access to both radio and television at home as these channels of communication are important sources of careers information. Radio, television, newspapers and magazines were named as the main sources of careers information by the interviewed students.

Table 4.5 Sources of Careers Information

<table>
<thead>
<tr>
<th>Response</th>
<th>Radio Access At Home</th>
<th>TV Access At Home</th>
<th>Newspaper Access At Home</th>
<th>Magazines Access At Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>40 17.8%</td>
<td>93 41.5%</td>
<td>121 54.2%</td>
<td>167 74.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>184 82.2%</td>
<td>131 58.5%</td>
<td>103 45.8%</td>
<td>57 25.4%</td>
</tr>
<tr>
<td>Total</td>
<td>224 100.0%</td>
<td>224 100.0%</td>
<td>224 100.0%</td>
<td>224 100.0%</td>
</tr>
</tbody>
</table>

Out of the 224 students who responded to the question, 184 (82.2%) said they access a radio at home, 131 (59%) have television sets in their homes, 103 (46%) read newspapers at home and 57 (25%) read magazines in their homes. It is noteworthy that although newspapers and magazines are a major source of careers information and normally with in depth analysis of such careers information, less than half the respondents said they had access to both newspapers and magazines at home.

4.6 Factors that Influence Students’ Career Choice

The study established that 71.4% of the career choices made by students were entirely based on their academic abilities and that 42.9%, of the respondents felt that they had made their career choice decisions without adequate exposure to important sources of careers information like newspapers and magazines. 93(42%) of the respondents indicated that their career choice decisions were made without exposure to role models.29% of the students’ career choices were made based on student personal factors such as attitude towards education. Other factors that influenced career choice of students at 15% included the student’s environment, peer pressure, home background and a family’s attitude towards education. This summary is shown in the Figure 4.6 below.
Fig. 4.6 Pie Chart showing Factors that Influence Students’ Career Choice

- Student factors lack of exposure: 17%
- Student factors academic abilities: 12%
- Student factors: laziness hence hate challenging careers: 6%
- Student factors: lack of role models/misguided: 6%
- Student factors: peer group: 6%
- Student factors: environment: 29%
- Student factors: home background: 18%
- Student factors: attitude towards education: 6%

4.6.1 Contribution of home based factors to students’ career choice

Table 4.6 Percentage of Home Based Factors that Influence Students’ Career Choice

<table>
<thead>
<tr>
<th>Factors</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Status of Parents</td>
<td>50</td>
<td>31.2</td>
</tr>
<tr>
<td>Parents/Relatives influence on careers choice</td>
<td>40</td>
<td>25.0</td>
</tr>
<tr>
<td>Relationships at Home</td>
<td>30</td>
<td>18.7</td>
</tr>
<tr>
<td>Role Models in the Family</td>
<td>10</td>
<td>6.25</td>
</tr>
<tr>
<td>Peer Pressure</td>
<td>10</td>
<td>6.25</td>
</tr>
<tr>
<td>Single Parenthood</td>
<td>10</td>
<td>6.25</td>
</tr>
<tr>
<td>Orphanage</td>
<td>10</td>
<td>6.25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>160</td>
<td>100</td>
</tr>
</tbody>
</table>

From the summary in Table 4.8, out of the 160 students who responded to the question, 50 (31.2 %) of them made their career choice in the environment of ‘weak financial status’ of their parents yet students who qualify to join preferred but expensive careers may end up not joining because of financial difficulties. 40 (25 %) of the students had their parents/relatives influencing their career choice decisions. The prevailing relationships at home like if there is freedom of choice, free discussion between parents/ guardians and their children on matters
affecting the latter also significantly influenced students' career choice at 30 students (18.7%). The findings indicated that, for instance, being an orphan, having a single parent, peer pressure and having a role model in the family had minimal influence on career choice decisions at 10 students (6.25%).

Parents Influence on students' career choice is considerably heavy owing to their (parents) financial status and their being strong role models for their children. Many students admitted having their parents influence their career choices and said they would choose a career because of their parents' pressure and that they were not willing to ignore their parents' guidance on career choice.

4.6.2 Contribution of School Based factors to students' career choice

Fig.4.7 Pie Chart Showing Contribution of School Based Factors to Students' Career Choice

Based on the summary in Figure 4.7 above, the highest number of the students indicated that school performance (23%), career guidance offered (23%) and peer influence (23%) greatly influenced their career choice. Other factors included the school traditions (like 'nothing good comes from that school') and lack of facilities.
4.6.3 Other Reasons by Students for Career Choice

Table 4.7 Other Reasons for Students’ Career Choice

<table>
<thead>
<tr>
<th>Reasons for students’ Career Choice</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest</td>
<td>78</td>
<td>33.33</td>
</tr>
<tr>
<td>Expected income</td>
<td>43</td>
<td>18.37</td>
</tr>
<tr>
<td>Good performance in related subjects</td>
<td>40</td>
<td>17.09</td>
</tr>
<tr>
<td>Time taken to pursue it</td>
<td>39</td>
<td>16.66</td>
</tr>
<tr>
<td>Job availability after school</td>
<td>19</td>
<td>8.11</td>
</tr>
<tr>
<td>Influence by others</td>
<td>15</td>
<td>6.41</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>234</td>
<td>100</td>
</tr>
</tbody>
</table>

As summarised in Table 4.7 above, out of the 234 students who responded to the question said other reasons for their career choice included their personal interest 70 (33%) of the respondents, expected income of the chosen career 43 (18%), good performance in subjects related to a chosen career 40 (17%) as well as the time taken to pursue a chosen career 39 (17%) of the respondents. Other factors included job availability based on the chosen career after school 19 (8.11%) and the influence by others 15 (6.4%) of the respondents.

4.6.4 Most Important Considerations in Students’ Career Choice

The students were also asked to state their most important consideration in choosing their career. Out of the 256 students who responded to the question, 54 (21%) of the respondents said their most important consideration was their personal interests and abilities and their number was almost equal to those who considered the expected income from a career 53 (20.7%). 51 (20%) of the respondents most considered prestige and status associated with a career, 36 (14%) most considered the influence of peer group and role models, 33 (13%) most considered their performance in related school subjects to a career while 29 (11%) most considered parents/relatives influence on their career choice. It is, however, worthy noting that only 33 (13%) of the respondents considered as most
important their performance of the school subjects related to their chosen career, meaning
that they did not consider their school performance and in related subjects as connected with
their chosen careers/ careers to be chosen. These findings are summarised in Table 4.8
below.

<table>
<thead>
<tr>
<th>Considerations</th>
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<tbody>
<tr>
<td>Personal interests and abilities</td>
<td>54</td>
<td>21.09375</td>
</tr>
<tr>
<td>Expected income from the career</td>
<td>53</td>
<td>20.703125</td>
</tr>
<tr>
<td>Prestige and status associated with a career</td>
<td>51</td>
<td>19.921875</td>
</tr>
<tr>
<td>Influence of peer group, role model(s)</td>
<td>36</td>
<td>14.0625</td>
</tr>
<tr>
<td>School subjects performance</td>
<td>33</td>
<td>12.890625</td>
</tr>
<tr>
<td>Parents/ relatives influence</td>
<td>29</td>
<td>11.328125</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>256</td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

4.7 Summary

Out of the 235 respondents, majority 150(63.8%) were aged between 18 and 20 years while
19(8.2%) were aged above 20 years. More male respondents 124(52.8%) participated in the
study compared to 111(47.2%) female respondents. Most of the respondents 223(95%) out of
235 had heard about career and 228(97%) had chosen their career.

Overall, the most preferred career was Medicine/Pharmacy at 50 students (22.6%) followed
by Law at 31 students (14%) while the least preferred careers were Library and Information
Science, Architecture , Catering, Arts, Community Development and Politics, all at 1 student
(0.5%) each. Out of 116 male respondents, 28(24.1%) most preferred Engineering followed
by Medicine at 20 students(17.2%). The least preferred careers for male respondents were
Tourism, Library and Information Science, Architecture, Agriculture, Arts AND Politics, all
at 1 student (0.9%). Out of the 103 female respondents, 30(29.1%) most preferred Medicine
followed by Law at 16 students (15.5%). Business, Catering, Agriculture, Community
Development and Arts were the least preferred careers, all at 1 student (1.0%).

The leading sources of careers information for more than half of the 224 respondents were
radio, television, newspapers and magazines. However, 71.4% of the career choices by the
respondents were entirely based on their academic abilities and that 42.9% of the respondents had made their career choice decisions without adequate exposure to important sources of careers information like radio, television, newspapers and magazines.

At home, financial status of parents and parents/relatives influence mostly determined students career choice at 50 (31.2%) and 40 (25%) of the 160 respondents respectively. At school, the leading career choice determinant was the students' academic performance. Other reasons given by students for their career choices were their interests at 78 (33.33%), expected income from a career at 43 (18.37%) and good performance in related subjects at 40 (17.09%) among other reasons. The most important consideration for the 256 respondents' choice of career was found to be their personal interests and abilities at 53 (20.7%) followed by expected income from a career at 51 (20%).

Careers choice guidance teachers recommendations included that there should be continuous in-service training for them, allocation of careers guidance time on school timetable, adequate facilities for their role like rooms/office and more time allocation for their role.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings and their implications, conclusion, general recommendations and recommendations for further research.

5.2 Summary of the Findings

Out of the 235 respondents, majority 150 (63.8%) were aged between 18 and 20 years while 19 (8.2%) were aged above 20 years. More male respondents 124 (52.8%) participated in the study compared to 111 (47.2%) female respondents. Most of the respondents 223 (95%) out of 235 had heard about career and 228 (97%) had chosen their career.

About 71.4% of career decisions made by students are entirely based on their academic abilities. The respondents further (42.9%) indicated that lack of exposure and role models influence career choice. Other factors that influence career choice include student environment, peer pressure, home background and a family’s attitude towards education.

a) On the school based factors and their influence on students’ career choice

At least 37.5% of the respondents indicated that performance in related school subjects, career guidance offered in the school and teachers being role models greatly influenced their career choice. Other factors included the school traditions (like the attitude that nothing good comes from the school), lack of adequate facilities and limited subject choices in a school.

b) On the home based factors and their influence on students’ career choice

From the study, 31% of the students fail to make the right career decisions because of weak financial status of their parents while 25% of the respondents had their parents/relatives directly influencing their career decisions. Students who have qualified to join expensive courses may end up not joining because of financial reasons at home. The general relationship of respondents and their family members like if there is freedom of choice at home, free discussion of careers e.t.c, also significantly influence career choice (at 18.7% of the respondents). The findings further indicated that being an orphan, having a single parent and peer pressure had less (6.25%) influence on career choice. Overall, parents’/relatives’
influence on respondents' career choice was found to be significant. A total of 75% of the students were not willing to ignore their parent's guidance on career choice. Out of the 222 students who responded on this item, 71.6% declared that their parents/guardians directly influenced their career choice.

The findings indicated that the highest number of respondents, at 22.8% preferred Medicine, 14.2% preferred Law, 13.7% preferred Engineering, and 9.1% wished to pursue Journalism. The findings showed that among the least preferred careers were Politics, Catering, Library and Information Science, Architecture and Community Development; all at 0.5% of the respondents. Regarding preference of career choice depending on gender, 24% of the boys considered Engineering to be most important as compared to 17.2% for Medicine, 12.9% for Law and 8.6% for Piloting. For female respondents, it was established that 29% of the girls preferred medicine while 16% had interest in Law. 13.6% wished to pursue journalism while 9.7% preferred Accountancy.

Financial status of parents and parents'/relatives' influence mostly determined students' career choice at 50 (31.2%) and 40 (25%) of the 160 respondents respectively. At school, the leading career choice determinant was the students' academic performance. Other reasons given by students for their career choice were their interests at 78 (33.33%), followed by expected income from a career at 43 (18.37%) and good performance in related subjects at 40 (17.09%) among other reasons. The most important consideration for the 256 respondents' choice of career was found to be their personal interests and abilities at 53 (20.7%) followed by expected income from a career at 51 (20%).

Career choice was found to be 78(33%) dependent on a student's personal interests whereas the expected income from a career influenced career choice of 43 (18%) of the respondents. Good performance in a career's related school subjects contributed to 40(17% ) of students' career choice and the prospects of job availability based on a chosen career influenced 19 (8.11%). Career choice influence by others/role models was attributed to 15(6.4%) of the respondents. This meant that personal interests of the students were the main determinant of their career choice.

Asked to state their most important consideration in career choice, out of 256 students who responded to the question, 54(21%) most considered their personal interests and abilities as well as the expected income from a chosen career, 51 (20%) most considered the prestige
associated with a chosen career, 36(14%) most considered the influence of role models and peer pressure, 33(13%) most considered their performance in a career’s related school subjects and 29(11%) most considered the influence of parents and relatives.

5.3 Conclusions

In conclusion, the findings of this study indicated the need for parents to help their children discover their personal interests and abilities early in life and without undue dictation or demands that their children should choose the careers of their (parents’) choice. Indeed, the best parents can do is to create an enabling environment for their children not only to discover their interests and abilities but also be able to harness /develop their discovered interests and abilities. The finding that the expected income from a career was a major influence on career choice points to the need for parents to expose their children to important sources of careers information and career prospects early in life. That good performance in the subjects related to a career was found to have influenced many students’ career choice indicates the need for parents to closely monitor the academic performance of their children with a view to assisting them improve their performance and also place their children in good performing schools/colleges. A good number of students were aware and indeed concerned that they had made their career choices without exposure to important sources of careers information calls on parents to make deliberate efforts to expose their children to quality sources of careers information with specific focus on the waiting world of work and real prospects of job availability based on the careers their children choose to pursue. Out of the 256 respondents, 36(14%) of them had indicated role models and peer pressure as their career choice influencers, parents may need to care the kind of role models they are to their children and make an effort to expose their children to desirable role models, environment and also closely monitor the kind of company their growing children keep. The need for parents to expose their children to quality sources of careers information is further emphasized by the finding of this study that out of 256 respondents, 51(20%) of them indicated that their most important consideration in career choice was the prestige and the status associated with a career. This study also found that parents'/relatives' influence was the least career influencer at 29(11.32%) of the respondents, meaning that parents should be sensitive in their attempts at influencing their children’s choice of career and indeed avoid
the strong temptation to want to 'live in their children' by forcing their children to take up the careers they (parents) had wished to pursue but didn’t. The finding also indicates that most parents do not make a deliberate effort to actively and positively influence their children’s career choice which they need to do. Generally, the findings of this study strongly suggests that the most positive role parents should play in the career choice of their children is to create an enabling environment for their children to make informed career choice decisions early in their lives.

5.4 Recommendations

i) Students should be helped to grasp the link between their skills and opportunities available in the job market as career should have meaning not only on the basis of employability but also on one’s vocation. Most of the students expressed a lack of clear knowledge of available opportunities and exactly what skills such opportunities required.

ii) Parents and teachers need to find ways to encourage and support children/students to discover career choices consistent with their talents, interests and abilities. The study found that instead of encouraging and supporting children/students to discover and pursue careers consistent with their talents, interests and abilities, parents and even some teachers influenced children/students to pursue careers of their (parents and teachers) liking.

iii) All teachers interviewed supported in-service training, workshops and seminars for improving their careers guidance and counselling knowledge to benefit students. The study found that such in-service training on careers choice was occasional and without meaningful follow-ups

5.5 Recommendations for Further Research

1) Based on the findings of this study, a research could be done on why teaching, long held as a ‘noble, prestigious, respectable, reputable’ career does not have many students expressing a wish to pursue it, yet it is the foundation of all other careers since they all have to be taught in one way or another, either in school or outside school.

2) A research could also be carried out on the processes of students’ socialization into specific careers.
3) A research on the extent to which career choice for most students is a successful marriage between the education they are exposed to and vocational guidance availed to them could be carried out.
REFERENCES


Saturday Nation (07/02/2009). *Firms influencing University Courses*. Nairobi: Nation Centre.


Dear Sir/Madam,

RE: REQUEST TO CONDUCT A STUDY IN YOUR SCHOOL

I am a Postgraduate student Pursuing a Masters Degree in Education Administration and researching on the topic **Factors that Influence Career Choice of Students in Public Secondary Schools: A Case of Ol Joro Orok Division, Nyandarua North District, Kenya.** Your school is one of the public secondary schools of Ol Joro Orok Division of Nyandarua North District and has been selected for the study. I would like to request for student participants in your school to complete my questionnaire. I am also requesting the cooperation of your school's Careers Guidance & Counselling teacher(s). The information provided will be held in strict confidence and used for the purpose of the study only. Kindly grant the request for the study/research.

Yours Faithfully,

K. James Mwai G.
APPENDIX B

CAREER CHOICE FACTORS FOR STUDENTS QUESTIONNAIRE (CCFSQ)

Please answer the questions that are listed below to the best of your ability. The information you give will be used only for study purposes. Do not include personal details like your name.

SECTION A

Tick whichever is applicable

1. How old are you?
   (a) 18 years and below [ ] (b) 18 – 22 yrs [ ]
   (b) 18 – 20 yrs [ ] (d) over 22 yrs [ ]

2. What is your gender?
   (a) Male [ ]  (b) Female [ ]

3. Your type of school?
   (a) Boys only [ ]  (c) Mixed school [ ]
   (b) Girls only [ ]

4. (A). Have you ever heard of career?
   (a) Yes [ ]  (b) No [ ]
   (B). Have you selected your career?
   (a) Yes [ ]  (b) No [ ]
   (C). If you have already chosen your career, give five of your career choices starting with the most important and ending with the least important.

   NO1: __________________________
   NO2: __________________________
   NO3: __________________________
   NO4: __________________________
   NO5: __________________________

5. (A). Where did the influence of your career choice come from? (You can tick more than one)
   (a) Personal/individual determine [ ]  (d) Media e.g. Newspapers, TV [ ]
   (b) School [ ]  (e) Role Model [ ]
   (c) Home [ ]  (f) Other(s) Specify __________________________
(B). Why did you choose your career No. 1 in Qn 4C above? ________________________

________________________________________

Please list your own personal qualities/characteristics which you think influenced your career choice beginning with the most important.

1. ______________________________________

2. ______________________________________

3. ______________________________________

SECTION B

6. From your own view, why would you choose a career? (you can tick more than one)

   a) Interest
   b) Good performance in related subjects
   c) Job availability after school
   d) Expected income/salary
   e) Time taken to pursue it
   f) Influence by others
   g) Other(s) specify

7. In choosing your career, what was your MOST IMPORTANT consideration? (You can tick more than one)

   a) School subjects performance
   b) Influence of peer group, role model(s)
   c) Parents, relatives influence
   d) Personal Interests and Abilities
   e) Prestige and status associated with the career
   g) Others (Specify)

8. Describe your self in the following areas

   a) Sports: Very Active
   b) Athletics: Very Active
   c) Academics: Very Hard working
   Not Active
   Not Hardworking
   Active
   Active
   Not Hardworking
   Interested/Indifferent

   Rarely Active
   Rarely Active
   Not
(d) Sourcing Current Affairs Information:

- Very Active [ ]
- Active [ ]
- Rarely Active [ ]

(c) Sourcing Careers Information:

- Very Active [ ]
- Active [ ]
- Rarely Active [ ]

9. (A). As a student, are you satisfied with the careers guidance provided in your school?

(a) Yes [ ]
(b) No [ ]

(C). If No for Qn 10 (A), give reasons why you are not satisfied with the careers guidance provided in your school.

(a): ____________________________
(b): ____________________________
(c): ____________________________
(d): ____________________________

10. (A). How would you rate your academic performance in school?

(a) 1st Quarter [ ]
(b) 3rd Quarter [ ]
(b) 2nd Quarter [ ]
(b) 4th Quarter [ ]

(B).(i) What subjects are you taking in school that are related to your career?

________________________________________________________________________

(ii). Are the subjects you are taking related to your chosen career?

(a) Yes
(b) No
(c) Some how
(d) Do not know

11. In School who/What has MOST influenced your career choice? (You can tick more than one)

a) Guidance & Counselling Master/Mistress [ ]

b) Principle [ ]

c) Class Teacher [ ]

d) Peer Group [ ]

(e) Favourite Subjects [ ]
12. (A) Do you have careers guidance program in your school?
   a) Yes [ ]
   b) No [ ]

   (B) Who provides you with careers guidance in school?
   a) ___________________________
   b) ___________________________
   c) ___________________________
   d) ___________________________

13. (A) How often have you received careers guidance in your school?
   a) Very often [ ]
   b) Often [ ]
   c) Rarely [ ]
   d) Very rarely [ ]

   (B) Which of these statements is **TRUE** about your school careers guidance?
   a) Career guidance in school is very good [ ]
   b) Career guidance in school is good [ ]
   c) Career guidance in school is fairly good [ ]
   d) Career guidance in school is not good [ ]

14. How else do you access/source information about careers in school?
   a) ___________________________
   b) ___________________________
   c) ___________________________
   d) ___________________________

15. Your School invites careers guest speakers/careers resource persons:
   a) Very often [ ]
   b) Often [ ]
   c) Rarely [ ]
   d) Never [ ]

16. Please list down three school factors that have influenced your career choice in **ORDER of IMPORTANCE**.
   a) ___________________________

SECTION C
17. How would you describe your home location?
   a) Rural [ ]
   b) Urban [ ]
   c) Peri-Urban [ ]

18. Other(s) (Specify) ____________________________

19. Who MOST influenced your career choice at home? (You can tick more than one)
   a) Father [ ]
   b) Mother [ ]
   c) Brother [ ]
   d) Sister [ ]
   e) Relatives [ ]
   f) Other(s) Specify ____________________________

20. (A) Have your parents/guardians directly influenced your choice?
   a) Yes [ ]
   b) No [ ]

   (B) Would you choose a career because of parental/guardian pressure?
   a) Yes [ ]
   b) No [ ]

   (C) Would you ignore parent's/guardian's guidance on career choice?
   a. Yes [ ]
   b. No [ ]

   (D) What is the level of your parent's/guardian's education?
   a. Primary Education [ ]
   b. Secondary education [ ]
   c. College/Diploma education [ ]
   d. University [ ]
   e. Other(s) specify ____________________________

21. How would you rate your family's economic background?
   a) Very rich [ ]
   b) Rich [ ]
   c) Not rich [ ]
   d) Poor [ ]
   e) Other(s) specify ____________________________

22. Indicate by ticking which FACILITIES you access at home.
a) Radio  [  ]
b) Television  [  ]
c) Newspapers  [  ]
d) Other magazines  [  ]
e) Other career choice information sources: specify ____________________

23. In ORDER of IMPORTANCE name five sources of your career choice influence while at home
   No. 1) ____________________________________________
   No. 2) ____________________________________________
   No. 3) ____________________________________________
   No. 4) ____________________________________________
   No. 5) ____________________________________________

24. List any other Home factors that you think have influenced your career choice beginning with the MOST IMPORTANT and ending with the LEAST IMPORTANT.
   1. ____________________________________________
   2. ____________________________________________
   3. ____________________________________________
   4. ____________________________________________
   5. ____________________________________________

SECTION D

25. How would you want careers guidance improved in your school and also at home?
   a) At school: ____________________________________________
   b) At home: ____________________________________________

THANK YOU FOR COMPLETING THE QUESTIONNAIRE
APPENDIX C

CAREERS GUIDANCE AND COUNSELLING TEACHERS QUESTIONNAIRE
(CG & CTQ)

Please answer the questions listed below to the best of your ability. The information you give will be used only for study purposes. Do not include personal details like your name.

Section A

1. Your Gender
   a. Male [ ]
   b. Female [ ]

2. Your age
   a. 30 years and below [ ]
   b. 31-45 years [ ]
   c. 46-50 years [ ]
   d. Over 50 years [ ]

3. Your professional qualification (Optional)
   a. Certificate [ ]
   b. Diploma [ ]
   c. Degree [ ]
   d. Other(s) specify

4. For how long have you provided careers guidance to students?
   a. 2 years and below [ ]
   b. 5 years and below [ ]
   c. 10 years and below [ ]
   d. Over 15 years [ ]

5. Does your school have a careers guidance program for students?
   a. Yes [ ]
   b. No [ ]

6. How frequent do you guide students on careers choice?
   a. Very frequent [ ]
   b. Sometimes [ ]
   c. Rarely [ ]
7. Are you satisfied with the careers guidance of your school to students?
   a. Yes [ ]
   b. No [ ]

8. List five careers mostly chosen by your students in ORDER of merit.
   No. 1) ____________________________
   No. 2) ____________________________
   No. 3) ____________________________
   No. 4) ____________________________
   No. 5) ____________________________

9. In your opinion, what factors influence career choice of students in ORDER of merit?
   a. Student’s own characteristics/personal qualities
      ____________________________
      ____________________________
      ____________________________
      ____________________________
      ____________________________

   School based factors
   ____________________________
   ____________________________

   Home based factors
   ____________________________
   ____________________________

10. Other(s) specify ____________________________

11. In your own assessment, what are the five LEADING sources of careers information for students?
    a. ____________________________
    b. ____________________________
    c. ____________________________
    d. ____________________________

12. Have you been trained for your role as a careers guidance teacher?
    a. Yes [ ]
    b. No [ ]

13. How would you rate your influence as a careers guidance teacher on the students’ career choice?
    a. Very influential [ ]
    b. Influential [ ]
    c. Hardly influential [ ]
    d. Not influential [ ]
14. Does your school have the necessary careers guidance facilities (like guidance room, careers reading materials/booklets)
   a. Yes [ ]
   b. No [ ]

15. "Your school invites careers resource persons/speakers to guide students in their career choice and also organizes trips/tours to careers industries, organisations e.t.c
   a. Very often [ ]
   b. Often [ ]
   c. Rarely [ ]
   d. Never [ ]

16. What influence does your school’s careers guidance program have on the students’ career choice?
   a. Very strong [ ]
   b. Strong [ ]
   c. Hardly any [ ]
   d. No influence [ ]

SECTION B

17. What are the main CHALLENGES in your role as careers guidance teacher?
   a. 
   b. 
   c. 
   d. 
   e. 

18. How could your school improve careers choice guidance to students?
   a. 
   b. 
19. In which ways could careers choice guidance for students be improved by their PARENTS?
   a. 
   b. 
   c. 
   d. 
   e. 

20. Please give a precise recommendation as to how your role as a careers guidance teacher could be enhanced

THANK YOU FOR COMPLETING THE QUESTIONNAIRE
## APPENDIX D

### RESEARCH BUDGET

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<tr>
<td>Binding</td>
<td>10,000</td>
</tr>
<tr>
<td>Transport (Miscellaneous)</td>
<td>5,000</td>
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<tr>
<td>Statutory</td>
<td>7,000</td>
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<td><strong>Total</strong></td>
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APPENDIX E

TIME FRAME FOR THE STUDY

<table>
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<tr>
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<td>June, 2009</td>
</tr>
<tr>
<td>Piloting of the instrument</td>
<td>August, 2009</td>
</tr>
<tr>
<td>Administration of study instruments</td>
<td>September, 2009</td>
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<tr>
<td>Data analysis</td>
<td>November, 2009</td>
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<tr>
<td>Writing of the project report</td>
<td>January, 2010</td>
</tr>
<tr>
<td>Presentation of the final report</td>
<td>July, 2010</td>
</tr>
</tbody>
</table>
Mr. Kelvin J. Mwai Gathigia  
Kenyatta University  
P. O. Box 43844  
NAIROBI  

RE: RESEARCH AUTHORIZATION  

Following your application for authority to carry out research on *Factors that Influence Students Career Choice in Public Secondary Schools: A Case of Ol-Joro Orok Division Nyandarua North District, Kenya*  

I am pleased to inform you that you have been authorized to undertake your research in Nyandarua North District for a period ending 31st December 2009.  

You are advised to report to the District Commissioner and the District Education Officer Nyandarua District before embarking on your research project.  

Upon completion of your research project, you are expected to submit two copies of your research report/thesis to our office.  

PROF. SHAUKAT A. ABDULRAZAK Ph.D, MBS  
SECRETARY  

Copy to:  

The District Commissioner  
Nyandarua District  

The District Education Officer  
Nyandarua District
FACTORS THAT INFLUENCE STUDENT'S CAREER CHOICE IN PUBLIC SECONDARY SCHOOLS: A CASE STUDY IN NYANDARUA NORTH DISTRICT, KENYA.