

**FACTORS INFLUENCING CAREER  
ASPIRATIONS AMONG STANDARD  
EIGHT PUPILS IN KASARANI ZONE OF  
NAIROBI PROVINCE**

**BY**

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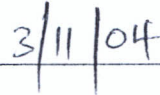
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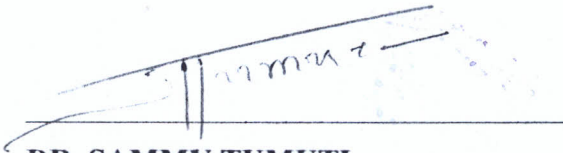
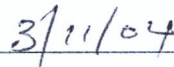
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**DECLARATION**

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

**JESSINA M. MUTHEE****DATE**

This Project has been submitted for examination with my approval as a University Supervisor.

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**DEDICATION**

To my husband and friend Felix Muthee for his moral and spiritual support. My children Mureethi and Murugi for their patience and understanding throughout the period of this study; my father Jeremiah Ikiao and my mother Rebecca Ikiao, who made sure I understood all that I was taught.

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## ABSTRACT

The purpose of the study was to investigate the factors influencing career aspirations among standard eight pupils in Kasarani Zone of Nairobi Province. This is an important and worthy area to study because choice of course at this stage will influence the future of pupils and determine the kind of jobs they will find in future, plus the degree of satisfaction in their jobs. Information about various occupational possibilities is important. Children at this point also need to be helped to develop realistic self concept. They should be helped in preparing and aspiring to enter and progress in careers of their choice. At this stage they need to be informed about various job openings available, qualifications required, and possibilities involved. Also the nature of work so that they can make decisions and possibilities involved. Also the nature of work so that they can make decisions and have clear occupational goals. Vocational guidance at an early age can help pupils to minimise mis match between education and employment. It can also help to bring efficient use of labour force. Every year, colleges and universities graduate thousands of hopeful students who despite their certificate are virtually unemployable. (Mutie and Ndambuki 1999) Argues that employers often complain that many applications come in response to a single vacancy and 80% have no relevance to the job specification. Few students pursue the education with a clear idea about the kind of work they like to do. Many employed workers are ill suited for their jobs. This leads to higher rate of labour placement or retention of inefficient workers. This is a waste of resources which vocational guidance facility can reduce.

Our primary school children need to be guided to take up courses and careers suited to their needs, interests and aptitudes. This can make them get prepared to become efficient workers in future. This can also lead individuals to achieve optimum social development and hence national development can be realised finally. Vocational guidance needs to be made regular and a continuous activity in our primary schools.

A total of 136 pupils and sixteen teachers participated in the study. Four primary schools formed the sample. Two private academies and two public primary schools. From these schools 120 standard eight pupils and sixteen teachers handling standard eight classes were randomly selected. Nairobi was chosen as a location of the study because of its cosmopolitan nature, It has easy access to a variety of schools and ministry of education offices. It has also all types of exposures that can facilitate pupils to aspire for various careers as opposed to a rural setting. Questionnaires were used to collect data from both students and teachers. The data was analysed and reported by use of tables, frequency distribution and graphs. *Statistical package for* Social science (SPSS) was used in analysing the data further. The reliability of the instrument was established by test re-test method.

The findings of the study revealed that gender of the pupil and family social economic status had the most significant influence on pupils' career aspirations.

Other factors like, school type, parental level of education, pupils' place of residence, and parent occupational personality orientation had little influence on pupils' career aspirations. The study also revealed that the best method of passing career information to pupils in primary school is that of mass, media that is both electric and print media. Also teachers as they teach can effectively pass on career information. The study may be used to make reforms in primary school curriculum that is help in inclusion of vocational guidance in their syllabus.

## CHAPTER ONE

### BACKGROUND

#### 1.0 Introduction

Money is the internationally accepted unit for purchasing commodities, including money itself. It is therefore not surprising to note that each one of us is indulged in various activities to enable us generate enough funds for purchasing both essential and non essential commodities including food, business, input factors, educational materials and facilities and even money. To get stable income, we must identify, develop fully, and invest carefully in a well rewarding profession e.g. teaching, nursing, engineering e.t.c. This enables us get a job, start a small business or invest in our other skills, talents and capabilities. To achieve this, we must be competitive and perhaps be better than all the rest. This means careful investment and achievement of the right qualities, skills and talents.

The moulding of a stable profession, that enables us earn a living, and get the best out of ourselves and fully exploit our qualities, gives the end result of what is termed as a "career". In other words a career is a carefully identified and developed profession, shaped over the years to give an individual a work identity and position in the society. Aden, (1987) asserts that a career can be developed when one has a clear cut vision of his life goals. This comes at a certain stage and time in life when one fully uses his power of decision making. One starts

realising his/her likes, dislikes, dreams and capabilities. This can assist one to develop a career in business politics, private sector etc. To be successful in a career, life goals are set as early as possible in one's life. One needs to identify his real dreams and change them into practical and feasible projects. It's also important that one gets best advice and assistant.

Vocational guidance was provided in the African society. According to Wanjala (1981), the concept of vocational education is not new in Africa. As a matter of fact, vocational education was central to the important task of preparing an individual for mature adult life. In Africa context, therefore education is about life and work. Not a segment of education or education at one given level. Vocation is what a person does for living, whether hunting or curving. For that matter it is perceived as a focal point for many other values and as an integrating principle in a diverse life.

Guidance in the African context involved educating the youth about the traditions and culture of the community. This was done from generation to generation by elders who considered it a social responsibility. The elders depended on their age, knowledge exposure and expertise.

According to Otiende and Sifuna (1994), vocational guidance was just part of the African education curriculum, in that it was provided from childhood to old age. Childhood was the years from birth to twelve years of age. They were

considered to be formative years and were therefore a very important stage in guidance. It involved education, which was aimed at the total development of the child. The child was guided on how to grow up, what to be and how to consolidate his or her virtues.

Today the traditional system has been replaced by the school. Schools are very important socialising agents in the society. According to Njoroge and Bennars (19986), Peril 1977), and Otlay (1953), schools have several functions in the society. Among them, normative and social functions. The social function teaches pupils how to live in the society. By defining people's roles and establishing standards of desirable social behaviours, proper to each role and status in the society.

One of the major objectives of the 8:4:4 system of education is to vocationalize the school curriculum. All school children attending the primary schools in Kenya should be exposed to vocational programmes. The subjects studied include art and Craft, Home Science, Science, Music and Agriculture. Quality, efficiency and relevance are expected of this 8:4:4 system. This implies the availability of facilities, equipment tools and materials, qualified vocationally trained teachers and a labour market that is responsive to and supportive of the knowledge skills and attitudes acquired from this system.

Koech Report (1999) observed that a large number of learners in education and training institutions were in dire need of guidance and counselling services e.g. those of vocational and others. The commission also learnt that, those who offered guidance services were not professionally trained. They established that there is a great need to have professionally trained career master in our schools right from primary school level. The counselling teachers will not only handle the maladjustment among students which is perceived to be the major role of guidance by many, but they will also help the learners to understand themselves, identify and develop good career choices. This will make the pupils invest in skills that will benefit them in future.

According to Mutie and Ndabuki (1999) vocational guidance is quite important in that it plays the following roles:

- It can aid in planning talents where it is needed by assisting the students to make the best possible vocational choice.
- It can strengthen the educational system, providing motivation by ensuring that the students' education and extra-curricular activities are useful and culminate in something worth while. Students are encouraged to make maximum use of all educational opportunities since these will enhance their chances of being happy with their future careers.
- It adds a sense of security to the nation, schools and the students will thus become aware of the world of work and the range of available opportunities that exist.

- It can also help students cope with variety of problems in their environment since the society in which the students live in constantly changing. They have to keep up with the change
- It helps students to understand the problem of unemployment and some of its causes and how to respond to these challenges appropriately.
- It can assist students to understand the process of making choices and the possible consequences of their choice.
- It can also enable students to acquire knowledge of the practical procedures of getting a job and progressing in it.

The lack of vocational guidance in our schools has resulted to early retirement and retrenchments. This leads to unemployment and poverty.

## **1.2 Statement of the Problem**

Studies done earlier have shown that career expectations and choice are dynamic and are influenced by various factors, (Kibera, 1983, Obongo 1984, Gothard, 1987, Brooks and Brown, 1990, Nyakundi, 2002).

Primary school education is expected to lay down the foundation for further education and career choices for students. But the present Kenyan education system does not lay a lot of emphasis on vocational guidance in primary schools. The 8:4:4 system of education was expected to respond to the participation of the youth in development through the provision of a practically oriented curriculum that would offer a wide range of employment opportunities by enabling school leavers to set up their own enterprises. The Ministry of Science

and Technology (1972), Stabler, (1969) and Seffield (1972) assert that employment opportunities started to dwindle in mid – 1960's. The question is therefore, does 8:4:4 system of education have the capability of equipping a large number of students at our institutions with sufficient skills and knowledge of career? Can it influence them positively towards career choice?

Lotumia and Sikolia (1999) say that labour market is highly saturated and that there is no more job opportunities. Parents have since independence taken their children to learning institutions not only to learn (acquire knowledge and skills that would enable them to fit in the society) but to equip them with skills that will enable them to get employment in order to alleviate the problem of poverty. It is normally said by parents, “my son get employment so that you can remove us from the poverty we are in now”. Given that most youths in Kenya have grown up with such ideas from their parents, they need to be assisted to face reality in a better way. This is only possible if learners are exposed to career knowledge from the lowest level of school i.e. primary school. The purpose of this study is therefore to establish the factors influencing career aspirations among primary school pupils. This will enable them to choose an occupation, prepare for it, enter into it and progress in it successfully.

Mutie and Ndabuki (1999) assert that, vocational guidance was thought to be necessary only prior to training and employment. It should be accepted as a life long process needed by many individuals at various stages of life. During these

stages individual re-consider and re-diagnose his or her capabilities and match them against opportunities available. In this way vocational guidance is aimed at helping one make specific choices as well as good overall decisions. It recognises that flexibility and willingness to change may be as critical to an individual as the ability to commit oneself to a particular goal.

### **1.3 Research Objectives**

1. To determine the factors influencing career aspirations among primary school pupils.
2. To find out how pupils get to know about careers in primary schools.
3. To establish the differences in career aspirations between boys and girls in primary school.
4. To identify the most preferred careers by primary school pupils.

### **1.4 Research Questions**

1. What are the factors influencing career aspirations in primary schools?
2. What methods are used to pass career information to pupils in primary schools?
3. What are the differences in career aspirations between boys and girls in primary school?
4. What careers are most preferred by primary school pupils?

## 1.5 Hypotheses

1. There is no relationship between school category (type) attended and pupils career aspirations.
2. There is no relationship between gender of the pupils and career aspirations
3. There is no relationship between parent's level of education and pupil's career aspiration.
4. There is no relationship between pupil's occupational personality type and parent's occupational personality type.
5. there is no relationship between the place of resident and pupil 's career aspirations
6. There is no relationship between family social economic status and pupil's career aspirations.

## 1.6 Significance of the Study

The findings of the study could be important in a number of ways. First, the study could help sensitise primary school administration and community of the needs to guide primary school children on their career prospects. Secondly the study can also provide information which will serve as the basis for the establishment of guidelines for the organisation and development of meaningful primary school curriculum that would be geared to the personal needs of individual students as well as manpower needs of the Kenyan Economy. Thirdly, the study can provide counsellors, school administrators, academic staff, and parents with information on the manner in which career aspiration of primary

school students are influenced by family background, educational programme, gender difference, personality orientation and pupils' place of resident (environment).

### 1.7 Limitations of the Study

- The funds available were not sufficient to carryout a comprehensive study on all primary schools in Kasarani Zone of Nairobi Province.
- The other limitation was time, which was not enough to allow one to examine the changes of career aspirations with time as it was not a longitudinal study.
- There was also inadequate literature to support the study hence most of the literature was based on USA sources.

### 1.8 Assumptions of the Study

The researcher assumed that:

- The respondents in the selected schools will be free and frank.
- The standard eight pupils are mature enough to have realistic career expectations.
- The school administration will give the researcher required support.

### 1.9 Definition of Operational Terms

**Aspiration:** What one desires to be in future or wishes to become in future.

**Career Aspiration:** The type of occupation a pupil would like to join after completion of school.

**Career:** An occupation that a student would like to join after school. This includes non-remunerated and remunerated occupations.

**Private Primary School:** An academy run and sponsored by an individual or a church organisation.

**Public Primary School:** A primary school run by government i.e. sponsored by the government.

**Zone:** An educational administrative area consisting about ten primary schools.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

This section reviewed the various documents, texts and other publications which were considered relevant to the study.

#### 2.2 Gender and Career Aspiration

On the whole, males have been found to have higher educational and occupational aspirations than females. As far as occupational aspirations are concerned. Diction (1958) and Turner (1971) agree that job attitudes of boys differ from those of girls. They found out that girls prefer service jobs, involving working with people rather than working with things. Boys preferred careers in scientific field. Chirvore (1986) also confirmed that girls have different job attitudes and expectations from boys. Blossfield (1984) noted that women compared to men are concentrated on relatively few skilled occupations and are proportionally over represented in the lower ranks of the occupational pyramid. This state of affair seems to have persisted over the years and it may have been reinforced by the fact that women traditionally were expected to be housewives, while husbands provided for the family materially.

Turner and his associates (1975) have suggested that career aspirations of women should be studied by asking them what job they aspired for their husbands. When this question was posed, it revealed that females aspired for

professional careers for their dream would be husbands. It has also been observed that in gaining employment in the formal sector, and when employed, women earned less than males, even for equal status jobs. (Opalla, Daily Nations 13<sup>th</sup> August 1990).

As far as job plans are concerned, males have been found to have higher career aspirations than females. Krauss (1964) and Pavalko (1971). Whiston et al (2002) noted that research findings indicate that girls tend to consider a wide range of careers outcome than boys out even with these beliefs, girls tended to aspire for careers that have been traditionally attractive to women. He also reported that Bandura et al (2001) found out that boys have a higher self-efficacy in careers such as science and technology, but girls were more efficacious in education, health and social services.

A study done by Davy (2001) in Canada found out that boys cite interest and life style as their reason for selecting an occupation, whereas girls cite altruism. Davy concluded that girl's tendency to choose careers for altruistic reasons might contribute to the death of women in science and engineering.

### **2.3 Family Background and Career Aspirations**

Simpson (1962) found that students, who had been advised by parents about career, had higher educational and career aspirations. When compared to those who had been advised by peers. These findings were confirmed by Borroes (1984) when he noted that peer cohort in comparison to the adult society did not

seem to exercise a lot of influences on it's members, in respect to careers. The adult society still regards the peers of youth as "children" who require guidance in many matters including career choices.

In Kenya the findings may not hold since the majority of the adult society are rural based and are engaged in Agricultural jobs which by large have not been aspired for by the youth. Even the rural community do not encourage their children to take up jobs in rural areas because jobs available in the rural areas do not pay well and are often seasonal. Kibera (1983) noted that even when educated parents engaged in Agriculture or Business related activities, it is usually a sideline engagement rather than a serious occupation. Kandel and Leser (1969) found out that the educational goals of a mother had more influence on her children than those of children's peer group. Indeed parental desires for children's have been observed to be more important and direct determinants of children's educational plans, irrespective of parental social economic status.

Family size has also been established as being connected to career aspirations. A child from a small family has higher educational and occupational goals when compared with children from large families. This is expected because their parents' attention is not divided among many children as in large families. The small families can give parent a greater opportunity to attend to each child. In addition, parents are able to give children the necessary material support to enable them complete and achieve in school. Families in our country especially

poor families are fairly large with an average of five to eight children per woman. Also in polygamous homes still form family patterns in Kenya. These families have more children requiring material support and parental attention. It is therefore expected that children from big families in Kenya will manifest lower educational aspirations than those from small families.

A research done by Bullington and Arbone (2001) revealed that among Mexican American adolescents, ethnic and family factors emerged as salient factors in students career development especially the factors of family support, guidance and expectations (Whistone 2003). Lee and High (2001) found out that attachment to parents was positively related to the overall career maturity of both men and women. Bandura, Wigfield, Battle and Keller (2001) found out that parental aspirations and efficacy in promoting academic achievement moderate the effect of social economic status on the children's aspirations. To conclude this section, it is evident that the family environment and family social economic status has significant influence on children's career aspirations.

#### **2.4 Environment and Career Aspirations**

The environment, in this study constitutes, the type of residence, size of the community and the ethnic composition of individuals living in this particular community. As far as community environment and its effects are concerned, there seems to be no conclusive findings. Haller (1957) investigated the effects of farm residence on students' educational and occupational aspirations. The sample consisted of students who were drawn from rich farming areas and large and highly industrialised cities including smaller centres. The respondents were

about five thousand Wisconsin high schools senior and they formed about one sixth of the seniors in public and private high schools.

The dependent variables were the levels of education and occupational aspirations career and educational aspirations was judged from the answers to questions as to whether the students planned to attend college levels courses of training. Data on occupational aspirations were generated from the answers to questions regarding the intended vocation. The occupational choices of all persons planning to enter the non formal labour market were assigned high prestige rating. The results of this study revealed that boys who lived on the farms desired to enter high level jobs with the same frequency as those who did not live on the farms. However, boys from the farm had less interest in college education, than boys who did not reside on farms. This indicated that farm boys were equally aware of their educational requirements.

Later, Sewel and Orientslein (1957) studied the effect of community residence on the occupational choice of senior students in all public, private and Prochial School in Wisconsin. The dependent variables, occupational choice was weighted upon students place of resident. The independent variables in the study were sex, intelligence, social economic status of students and type of resident. The results of this study indicated that boys but not girls from rural areas and small communities had lower occupational aspirations than boys form large urban cities, independent of intelligence and social economic status differences,

the occupational choice of girls in rural community was limited. Therefore those who wished to work hard needed to go to urban areas for employment. Brown and Brooks (1990) also argued that environmental conditions and events affect the career decision making of an individual. They cited factors like social, cultural, political and economic factors as well as natural forces being part of environmental influence. They asserted that these factors were generally outside the control of any individual and that their influence might be planned or unplanned.

Penj, (2001) argues that the environment would include the following:

- Number and nature of job opportunities.
- Number and nature of training opportunities social policies and procedure for selecting trainees and workers.
- Rate of return for various occupations.
- Labour laws and union rates.
- Physical events
- Technological development
- Changes in social organisation.
- Changes in social organisation.
- Neighbourhood and community influence etc. All the above, have an influence in a child's life.

## 2.5 School Quality, (Type) and Career Aspirations

As far as the school quality is concerned there is evidence to confirm that schools that are better equipped and staffed produce students with higher career aspirations. These students have been found to be more likely to aspire for and expect to take on prestigious salaried employment than students coming from poorly equipped and staffed schools. For example, Somerset (1974) undertook a survey of career and educational aspirations among secondary school students in Kenya. He did this in order to determine whether students attending schools of different quality had different career and educational aspiration. His findings revealed that three quarters of students from poorly staffed and equipped schools did not hope to pursue further education beyond secondary level.

Somerset concluded that students attending such schools were aware that they would not perform well in their examinations at the secondary cycle of education. This study revealed that students from well staffed and equipped school had higher occupational expectations than their colleagues in poorly staffed and equipped schools.

Earlier, Foster (1965) and Clignet (1966) found out that students who attended good quality secondary schools in Ghana and Ivory Coast respectively had higher career and educational aspirations than their colleagues who attended poor quality schools. Similar findings were reported by Achola (1987) when he examined the educational and career aspirations of Zambia youth attending different quality schools.

Schoon (2001) found out that career aspirations in adolescence were significantly related to test scores in mathematics and school environment, Whiston,, Cook, Rose and Jang (2002). Research done with American Adolescents by Ma and Wang (2001) found out that positive peer support, high motivation, and good instruction can help students succeed in their confidence and results in them developing more ambitious career aspirations.

✓ Furthermore studies carried out outside Africa on effects of variations in educational standards have indicated that students scholastic aspirations are related to the schools attended. Boyle (1962) investigated the effects of different quality high schools in western Canada. The findings revealed that students, who attended good high schools, had higher educational aspirations and expectations. Teachers overemphasized the importance of passing examinations at the expense of encouraging students to acquire skills and knowledge for application into self-employment ventures. Dore (1974) notes that teachers in less industrialised countries devote more time to subjects like English and Mathematics at the expense of subjects like Agriculture and other practical subjects which are expected to lead to farming and work related to self employment.

Similarly, students are not interested in the process of learning and qualification. Mastery of skills and knowledge. They are only concerned with being certified for a good job and a place in institutions of higher learning.

## 2.5 Basic Occupational Personality Types and Career Aspirations

(Brown and Brook, 1990, Loman 1987, Gothard 1986, Holland 1985) give six occupational personality types. They refer to them as Holland's model of career development and choice. This model has six occupational personality types. They include, realistic, investigative, artistic, social, enterprising and conventional. Each type of personality is associated with particular set of personality characteristics and abilities. Each type of personality is also related to different career in the field. The personality types are as discussed below:

**Realistic:** People with this vocational interest like to do manual activities. They are not social and have difficult in inter-personally demanding situations. They prefer to work alone or with others realistic types (Holland 1985). They are mostly found in blue collar positions and a few technical jobs for example engineering and pilot work (Gotfredson and Holland 1989). They have an average educational level as computed from Hollands (1985) occupations finder. They have the lowest prestige level and lowest average educational level among the six occupational types (Gotfredson 1980). A good example of the occupations in this category is a person in the military. They are more thing oriented than people or idea oriented. People in the military focus on equipment intensive activities e.g. flying aeroplanes, fighting with weapons and helping

machine run. Military people are rarely described as warm and supportive. Military personnel are characteristically viewed as “inputs” needed to get work done. What is valued in such settings are mechanical skills in flying and weaponry as well as control and technical expertise. Also wearing uniforms and following behavioural etiquette (saluting) and obedience to authority. They adhere to well defined rules.

***Investigating Personality Type:*** Most of the scientific professions which are intellectually oriented fall in this category. The investigative type emphasizes idea rather than people. They are characterised by high generally abstract intelligence. These persons are indifferent to social relationships. They can be perceived by others as being cold or distant. The educational level of this category is the highest of the six types. They have high general intellectual ability. Investigative occupations also have the highest prestige levels of all the six types. (Gotfredson, 1980). The modern hospitals are examples of institution populated by the investigative types e.g. physician, researchers, and various technicians (Loman, 1998). Medical staffs are cool and distant and unconcerned about patients’ personal needs. Medical facilities are dominated by investigative types.

***Artistic Personality Type:*** These are creative in orientation. Artistic individuals typically work with ideas and materials to express themselves in new ways. Gotfredson and Holland (1975) reported that relatively few artistic occupations exist compared with distribution of artistic interest. Their prestige level is

moderate to high. Educational level is second to the highest among the six types. These people are generally regarded as being highly sensitive and emotional. They can also experience effective disturbance at a higher rate than the general population (Godwin and Simison 1990). It was also observed by Schenelder (1979) and Withkover (1963) that the nature of artist work may encourage the experience of neurotic conditions for many of the professions in this group. Examples of occupations found in this category of personality includes, artists, journalists, fine art people, painters sign writers etc. This group of people with this talent appear to be narrowly distributed in any population (Gotfredson, 1980). Artistic people don't like team work. They either work as individuals or in small groups. They are known to be highly independent individuals whose attempt to combine effort can result to conflicts.

***Social Personality Orientations:*** These are people oriented towards working with other people. Social people tend to be helping in their orientation. They enjoy nurturing and developing others. They work to assist others indeed, (Loman and Leeman, (1988). William and Leeman, (1985), .These people prefer roles that involve working with people especially people in distress or otherwise in need of help. This is due to their preference for interpersonal work. Social types tend to have excellent interpersonal skills but also tend to be psychologically dependent. The tasks these people perform are often under rewarded. Most social occupations are richly praised for their societal importance but poorly rewarded financially. Many factors may influence this

paradox, including power issues associated with societal control and characteristic female composition of many societal occupations. Holland (1985) and Lowman (1988). Examples of the occupations in this category are: counsellors, pastors, teachers, sociologists etc.

***Enterprising Personality Orientation:*** There are people oriented towards people other than things or ideas. People strongest in enterprising interests seek to control and dominate others generally in achievement of specific goals rather than to assist or nurture them. The enterprising group ranked fourth in average educational levels and in attributed prestige level (Gotfredson, 1980). Enterprising types are good at coordinating the work of others to accomplishing a task. They define themselves in terms of their position. They emphasis power and control. Relationship is usually defined among enterprising types, by determining, who has the right or obligations to control or influence others. These people are comfortable working within structured hierarchies of power and authority in which each person's status and positions are clear. These people have generalised tendency for autonomy (Bray and Haward, 1988). Examples of occupations in this group included businessmen/women, salesman etc.

***Conventional Personality Orientation:*** These ones tend to prefer working with numbers and performing clerical tasks to working with ideas or people. Although most statements about sex differences in the Holland typology have missed considerable controversy. Hanson and Raymon (1976) argue that sex

differences do not appear to exist in the conventional area. Women do not aspire for high level positions within the organisations. They also tend to do well in organised situations in which there is little ambiguity about goals or about means to accomplish them. Examples of occupations in this category are accountants, clerks, bankers etc.

## **2.6 Theoretical Framework**

### **2.6.1 Introduction**

This study was not guided by one particular theory of career development and choice. In the study a multiple framework approach was adopted. This is because career choice and development has multiple theories to its explanations. In this section three theories were examined. These include:

- Social Learning Theory of Career Decision Making by Krumboltz.
- Roe's Theory of Career Development.
- Holland's Theory of Career Development.

### **2.6.2 Social Learning Theory of Career Decision Making**

The social learning theory of career decision making (Krumboltz, 1979, Mitchell and Jones, 1976) is an outgrowth of the general social learning theory of behaviour which is often associated with the work of Bandura (1977). According to this theory of career decisions making all individuals are born with certain endowments and are exposed to various learning experiences (Brown 1990). Krumboltz identified four categories of factors that influence career decision making path of any individual. Luzzo (2000) gives them as follows:

- Genetic endowment and special abilities
- Environmental events and conditions
- Task approach skills.

### **Genetic Endowment and Special Abilities**

The genetic endowment and special abilities are inherited qualities that set limits on educational and occupational preferences and skills. These include race, sex, physical appearance, characteristics and irreversible handicaps. The inherited characteristic affect the degree to which are benefits from the environment learning experience and the type of environmental learning experiences one is special abilities acquired.

### **Environmental Events and Conditions**

The environmental conditions and events are such factors as social, cultural, political and economic forces, natural resources. Cultural and historical forces influence training and job opportunities available to the individuals. Cultural backgrounds also influence the cultural and social stimulations available, the role models in the individual are exposed to, and the learning experiences. Career choices for women are affected by cultural norms as there are traditional career choices for women. Social forces such as social policies and procedures for selectivity trainers and workers entry path to certain jobs. Such policies and procedures may influence people to modify their career path to meet the requirement (Brown, 1990).

Social economic forces as monetary and social rewards in an occupation affect career choices. Individuals led to be influenced by current trends and probable future trends. Also new technological development may cause dramatic changes in pattern of occupational opportunities available. Political forces such as labour rules affect the number of job opportunities and benefits available. Natural disastrous such as earthquakes and floods may affect the number of jobs available.

Another environmental factor is the family training, experience and resources. The family in which one is raised will communicate to the child certain values, demands and expectations, and the family financial resources affect the individuals' educational preferences, skill development and occupational selection. The educational system available to the individual, the school organisation and administration may affect the degree to which individuals strive and succeed educationally. Also the interest and personality of teachers affect the career aspirations of students. A science oriented teacher will make students aspire for science oriented career such as doctors, engineers etc.

### **Learning Experiences**

According to social learning theory of career decision making, the development of career preference and skills and the selection of a particular career is influenced by the individual's past learning experiences which affect his or her career aspirations and choice. Therefore a student whose family likes science

oriented careers may go aspiring for science oriented careers such as engineering and medicine. The emphasis of government on the education of girl child has made girls to aspire for science oriented careers like Law and Medicine. At the same time, girls and boys who are poor in science subjects can get discouraged from aspiring for such careers.

### **Task Approach Skills**

These include, the person's work habits, mental set, emotional response, cognitive process and problem solving skills. Special abilities, environmental conditions and learning experiences interact to shape the persons belief about themselves and their beliefs about the world, (Luzzo, 2000). Therefore, students who do well in science and have learned that science oriented careers are more economically rewarding and prestigious may aspire for science oriented careers.

### **2.6.3 Roe's Theory of Career Development**

According to Roes' theory of career development, no single situation is potentially so capable of giving some satisfaction, at all levels of basic needs, as the occupation (Brown, 1990). The intensity and satisfaction of needs, results in some degree of motivation which reaches its expression in accomplishment. The development of an individual personality which includes one's interest, needs, attitudes, intellectual ability, temperament etc. is influenced by the genetic inheritance. The genetic inheritance set limits on the development of personality variables. The degree and avenues of development of inherited characteristics are influences, the general cultural background and the social economic position

of the family. According to Roe's theory of career development, the parent child relationship or experiences of early childhood affect the child's orientations. The basic child orientation is either towards people or away from people. The child's orientation is related to his or her occupational choice. And the activities chosen by individuals reflect an attitude related to the experience of early childhood.

Roe grouped the occupations into eight occupational groups. These are:

- **Services:** These are occupations whose primary concern is serving and attending to the personal needs and welfare of others. For example social work, guidance, domestic and protective service etc.
- **Business Contact:** These are concerned with face to face sale of commodities investments, real estates etc. they focus on the persuasion of a course of action rather than helping.
- **Organisation:** These are concerned with the organisation and efficient functioning of commercial enterprises and of government activities. For example managerial and white collar jobs in business and the government.
- **Outdoor:** Concerned with cultivation, preservation and gathering of crops.
- **Science:** Concerned with Scientifics theory and its application under specified circumstances.

- **General Culture:** Concerned with preservation and transmission of general cultural heritage. The interest here is in human activities rather than individual persons. For example education, journalism etc.
- **Art and Entertainment:** Concerned with use of special skills in the creative arts and in entertainment.

According to Roe's theory, each of the eight occupational groups has six levels based on the degree of responsibility capacity and skill (Brown, 1990). The six levels are; professional and managerial with independent responsibility; professional and managerial with medium level of responsibility, semi-professional and small business, skilled occupational, semi-skilled occupation and unskilled occupation.

Therefore students who have been given love and attention in early childhood and whose parents are accepting may have an orientation which is towards people. Such students may aspire for occupations in which interpersonal relationship are important. These include occupations dealing with services, business contact and organization. Hence they may aspire to be counsellors, managers, policeman, businessman, teachers, nurse etc.

Students whose parents were avoiding, who have not been primarily influenced by people are likely to have an orientation which is away from people. These may aspire for careers in which there is less interpersonal relationship, for

example careers dealing with technology, outdoor activities and science. Hence these pupils may aspire to be scientists, machine operations, drivers, agriculturalists etc.

#### **2.6.4 Holland's Theory of Careers**

According to Holland's theory of careers, the choice of an occupation is an expression of personality and not a random event, although chance plays a role (Brown, 1990) people seeks for environment that will let them exercise their skills and abilities, express their attitude and values and taken on agreeable problems and roles. As a result members of the same occupational group have similar histories of personal development. According to this theory people work environments which are supportive to their particular personality type (Luzzo, 2000). Therefore environments are dominated by individuals of corresponding personalities.

The knowledge of a person's personality and his work environment can be used to predict career choice, job changes and vocational achievement. Holland identified six basic occupational personality types i.e. realistic, investigative, artistic social, enterprising and conventional, Lowmans (1991). An individual's personality type of typology is defined by the three most prevalent personality types. Members of each typological group tend to approach certain kinds of activities and avoid others.

Therefore pupils, who prefer manipulating objects for example dismantling and repairing toys, may have a realistic personality. Such pupils may aspire for careers outdoor and physical activities such as engineering, technology, physical education, etc. Pupils who prefer activities in which they systematically explore and develop knowledge of the world; may have an investigative personality. These may prefer observational, symbolic systematic and creative investigation of physical, biological and cultural phenomena. A pupil who shows a lot of interest in science and natural phenomena, one who values independence, curiosity and learning may aspire for such careers as medicine, doctors, sociology etc.

Pupils who are perceived as co-operative patient, kind, generous, helpful, sociable and understanding may have a social personality type; such pupils may aspire to be teachers, social workers, nurses etc. Pupils who are influential, manipulative, self confident, extroverted, and optimistic and domering may have an enterprising personality. Such pupils are likely to aspires for careers in which involve risk taking, status and competition such as business administration, marketing or law. Pupils who are careful, conforming, efficient and persistent, who prefer well defined, methodical and routine activities may have a conventional personality type. A child who neatly arranges his things in his locker may have a conventional personality. Such pupils may aspire to be financial officers economists, accountants etc.