

**FACTORS INFLUENCING CAREER CHOICES OF
STUDENTS IN PUBLIC SECONDARY SCHOOLS IN
MWATATE SUB COUNTY, TAITA TAVETA COUNTY
KENYA.**

Kiamba Joseph Kilonzo

**A Research Project Submitted in Partial Fulfillment of the
Requirements for Award of Degree of Masters in
Educational Planning, University of Nairobi.**

2018

DECLARATION

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

Kiamba Joseph Kilonzo

(E55/67192/13)

This research project has been submitted for examination with our approval as University Supervisors.

Dr. Andrew Riechi

Senior Lecturer

Department of Educational Administration and Planning

University of Nairobi

Dr. Rose Obae

Senior Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

I dedicate this work to my parents late Dad Peter Kiamba ,my mum Anna kiamba ,mother in- law Franscisca, my wife Linet Magdalene Moraa, my children Alice Kilonzo, veronica Kilonzo, mercy kilonzo and Mark kilonzo for their prayer and moral support to ensure that I sail through the program victoriously. May Almighty God bless you all.

ACKNOWLEDGEMENT

Special thanks should go to my Lecturers in the faculty of education, and more specifically DR. Andrew Riechi and DR.Rose Oboe who are my supervisors and guided me. I also wish to convey my gratitude to DR. Jeremiah Kalai .The Chairman Department of Educational administration and planning for the encouragement and moral support in my research period. May Almighty father bless you abundantly.

TABLE OF CONTENTS

Content	Page
Declaration.....	ii
Table of Contents.....	v
List of Tables	ix
List of Figures.....	ix
List of Abbreviations and Acronyms.....	xii
Abstract.....	xiii

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study	1
1.2 Statement of the Problem.....	3
1.3 Purpose of the Study	4
1.4 Objectives of the Study.....	4
1.5 Research Questions.....	5
1.6 Hypothesis	6
1.7 Significance of the Study.....	6
1.8 Limitation of the Study	7
1.9 Delimitation of the Study.....	7
1.10 Basic Assumptions of the Study.....	8
1.11 Definition of Significant Terms.....	9
1.12 Organization of the Study.....	9

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	11
2.2 Overview of the Tertiary Education	11
2.3 Family Factors and Students Career Choices	13
2.4 Role Models and Students Career Choices.....	16
2.5 Peers Pressure and Students Career Choices	18
2.6 Gender Factors and Students Career Choices.....	20
2.7 Summary of Related Literature	23
2.8 Theoretical Framework.....	24
2.9 Conceptual Framework.....	26

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	28
3.2 Research Design	28
3.3 Target Population.....	28
3.4. Sample Size and Sampling Procedure	29
3.5 Research Instruments.....	30
3.6 Data Collection Procedure	33
3.7 Data Analysis Procedures	34
3.8 Ethical Considerations	35

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND
INTERPRETATION

4.1 Introduction.....	36
4.2 Response Rate.....	36
4.3 Demographic Information	37
4.4 Influence of Family Factors on Students Career Choices	43
4.5 Influence Role Models on Students Career Choices	48
4.6 Influence of Peers on Students Career Choices.....	52
4.7 Influence Gender Factors on Students Career Choices	57
4.8 Inferential Statistics	63

CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS

5.1 Introduction.....	68
5.2 Summary of Findings	68
5.3 Conclusions.....	70
5.4 Recommendations.....	71
5.5. Suggestions for Further Research	72
REFERENCES	73
APPENDICES.....	80
Appendix I : Introduction Letter.....	80
Appendix II: Teachers' Questionnaire.....	81

Appendix III: Students' Questionnaire	86
Appendix IV: Interview Guide for Principals and Director of Education	90
Appendix V: Research Permit	91
Appendix VI: Authorization Letter	92

LIST OF TABLES

Table 3.1: Target Population	29
Table 3.2: Sample Size	30
Table 4.1: Instrument Return Rate.....	36
Table 4.2: Students Responses on Career guidance	43
Table 4.3: Extent to which Family Factors Influence Career Choice.....	44
Table 4.4: Teacher' Agreement Level on Influence of Family Factors ...	45
Table 4.5: Students' Agreement Level on Influence of Family Factors...	47
Table 4.6: Extent to which Role Models Influence Career Choice	49
Table 4.7: Responses on Involving Role Models in Learning Process	50
Table 4.8: Responses on Role Model Supportiveness.....	51
Table 4.9: Extent to which Role Models Factors Influence Career Choice	52
Table 4.10: Extent to which Peers Influence' Career Choices	53
Table 4.11: Teachers' Level of Agreement on Influence of Peers	54
Table 4.12: Students' Level of Agreement on Influence of Peers.....	56
Table 4.13: Extent to which Gender Factors Influence Career Choice	58
Table 4.14: Students Responses on Masculine/Feminine Careers	59
Table 4.15: Teachers Agreement Level on Influence of Gender Factors .	60
Table 4.16: Students' Agreement level on Influence of Gender Factors .	62
Table 4.17 Correlation Analysis	64
Table 4.18: Analysis of Variance	65
Table 4.19 Model Summary	66

Table 4.20: Regression Coefficients 67

LIST OF FIGURES

Figure 2.1 Conceptual Framework	Error! Bookmark not defined.
Figure 4.1: Teachers' and Students' Gender	37
Figure 4.2: Age of Students	38
Figure 4.3: Teachers' Professional Qualification	39
Figure 4.4: Teachers' Period of Serving as a Teacher	40
Figure 4.5: Principals and DEO Period of Working at the Current Station	41
Figure 4.6: Teaching Subjects	42

LIST OF ABBREVIATIONS AND ACRONYMS

C.B.E	Curriculum Based Establishment
CEMASTIA	Centre for Mathematics, Science and Technology Education in Africa
EFA	Education for All
KCSE	Kenya Certificate of Secondary Education
NACOSTI	National Commission for Science Technology and Innovation
N.G.Os	Non-Governmental Organizations
SPSS	Statistical Package for Social Sciences
UNESCO	United Nation Education Scientific and Cultural Organization
UNICEF	United Nations Children Fund
UNDP	United Nations Development Project

ABSTRACT

Majority of young people chose wrong careers because of lack of knowledge and influence from peers, parents and teachers advice or due to luxury associated with particular jobs without enough guidance and career counseling. The study aimed at determining factors influencing career choices of students in public secondary schools in Mwatate sub county, Taita Taveta County, Kenya. The objectives were to determine the influence of family factors, role models, peers and gender factors on students' career choices. The researcher used descriptive survey research design where the target population was 25 principals, 375 teachers, 507 students, the sub-county director of education Mwatate Sub County. Simple random sampling was adopted to select 8 principals, 112 teachers and 152 students. Quantitative data was analyzed by use of descriptive and inferential statistics. Data was presented using tables and bar graphs. Findings established that family factors significantly influences students career choices as indicated by 56.3 % of the respondents, role models influence students' career choice as indicated by 66.7%, peers do not significantly influence students' career choice and there was a positive relationship between gender factors and students career choices. From the study, it was concluded that Parents also dictated career choices for their children and some students were inspired by their family business to pursue some careers, peer mentorship greatly influenced career choices, Career of the role model and teachers' advice greatly influenced career choice and that society anticipates women to prefer caring for their family instead of advancing their career. The recommendations are that: it is necessary to train parents in career guidance, it is vital that peers are trained on career guidance, the ministry of education should modify its strategy from just information and education to information, education and exposure and Secondary schools should be encouraged to conduct events such as careers' day or career's week in schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is significant to economic growth. It is the process of imparting knowledge for production capabilities in the labor force and is an essential constituent that defines the character and pace of social –economic development of every country (Kiroto, 2012). Department for Education and Skills (2005), in United Kingdom, outlined importance for the youth to independently decide on their career choices by providing standard and unprejudiced advice to the youth. The same paper noted that the youth required skills to be able to decide wisely with regards to the career they wish to pursue. Salami (2013) study on young people career choices in Nigeria established that seventy percent of young people chose wrong careers as a result of knowledge and influence from peers, parents and teachers, or due to luxury associated with particular jobs without enough guidance and career counseling.

In Kenya, secondary school students are challenged while choosing degree courses (Waudu, 2008). Irrespective of the efforts by the families, government agencies and non-government agencies, majority of the youths face challenges in transiting from learning institutions to employment. (Nykanen, 2010). Waudu (2008), states at times learners study courses that do not give them

fundamentals in academic and attitude preparation. He further says that there are instances where students have signed up for some programs but they later lose interest in that field.

According to Kenya institute of public policy research and analysis (2003), high cost of education and household poverty levels pushes many students to do manual jobs in order to supplement the cost of education. Wentzel (2011), established that owning peers who act as education and social resources might have significant effect on academic achievement in learning institutions as well as career choices in future. According to Bandura (2011), role models have an impact on career choices directly and indirectly by influencing self -efficacy.

By associating with an exceptional role model, people might be motivated to pursue the same achievement process (Gibson, 2014). Gibson (2014) also established that people have a tendency of identifying with various role models apart from in situations where there was scarce obtainability. Savickas and Lent (2012), asserted that girls perform better in arts, social and conservative careers and boys have a preference for truthful, analytical and innovative careers.

Government of Kenya's mission to establish an education and training environment that provides students with preferred values, attitude knowledge, expertise and capabilities in technology, invention and business (sessional paper No. 2 of 2016), has in some way lured students in taking computer related courses. In the last 5 years, only one student qualified in Mwatate sub county to take medicine, (Sub County director of Education, Mwatate, 2017). The researcher aimed at finding out the major causes for this since the cost implication in medicine is higher than any degree course in the country.

Malome (2012), notes that the cost of education is constantly rising due to inflation and socio-economic dynamics of the society. However, despite the fact that only one student from the sub county qualified to do medicine for the last 5 years, a good number of them are doing computer related courses (sub county Director of Education Mwatate,2017). The researcher therefore aims at finding out the factors influencing career choices of learners in public secondary schools in Mwatate sub county Taita Taveta county , Kenya.

1.2 Statement of the Problem

Students' degree of determination in career choices is a matter of distress to education stakeholders. According to the strategic plan of Mwatate Sub County, 28% of the population lives in total poverty with many households

relying on Taita sisal estate and a Gemstone quarry in order to earn a living. The youth are also involved in a scrap metal business thereby paying less attention to education. Kiroto(2012), in his research in Nyandarua sub county, noted that many school going boys were paying more attention to the scrap metal business than education. Mwatate Sub County is not optional in this same business. Being in a county that borders Tanzania, the business is highly pronounced.

Lucy Mulili, the chairperson of Children's Advisory Council noted that metal dealers are to blame for the high rise of primary school dropouts in Nyandarua Sub County in 2011. It also led to the deteriorated academic performance. The researcher will relate Nyandarua Sub County and Mwatate Sub County and try to find out if these factors may in any way influence the career choices courses taken by students in Mwatate Sub County.

1.3 Purpose of the Study

The aim was to determine the factors influencing career choices of students in public secondary schools in Mwatate sub county Taita Taveta county , Kenya.

1.4 Objectives of the Study

The study objectives were;

- i. To determine the extent to which family factors influence career choices by students in public secondary schools in Mwatate Sub County.
- ii. To assess the influence of role models in the career choices of students in public secondary schools in Mwatate sub county.
- iii. To examine the influence of peer pressure in the career choices of students in public secondary schools in Mwatate sub county.
- iv. To establish the extent to which gender factors influence the career choices of students in public secondary schools in Mwatate Sub County.

1.5 Research Questions

This study research questions were;

- (i) How does family factors influence the career choices of students in public secondary schools in Mwatate Sub County?
- (ii) To what extent do role models influence career choices of students in public secondary schools in Mwatate Sub County?
- (iii) To what extent does peer pressure influence career choices of students in public secondary schools in Mwatate Sub County?
- (iv) How does gender factors influence career choices of students in public secondary schools in Mwatate Sub County?

1.6 Hypothesis

H₁: There is no significant relationship between family factors and career choices of students.

H₂: There is no significant relationship between role models and career choices of students.

H₃: There is no significant relationship between peer pressure and career choices of students.

H₄: There is no significant relationship between gender factors and career choices of students.

1.7 Significance of the Study

The study might assist educational administrators and planners in the country who might may find these research findings useful in formulating policies on degree choices for students in Mwatate Sub County and other marginalized areas so that we can have a regional professional balance. This will ensure that in one region we do not have excess professionals in one field and one or none in another. Donors and N.G.Os may organize for sensitization workshop to enlighten the school going youth and parents on various carriers and fields they are likely to serve after graduation. Education Directors may also organize with professional role models like practicing Doctors, Engineers, Pharmacists, Teachers, Administrators among others in order to give motivational talks to

the public and sensitize them on a variety of professional fields. This will make them change their attitude toward courses like Anthropology, Tourism, and Education.

1.8 Limitation of the Study

The principals feared giving true responses to the questionnaire for fear of being victimized but the researcher assured them of confidentiality of their identities before filling the questionnaires. The principals also feared that giving information about them might affect their objectivity. The researcher guaranteed the respondents that the info they gave was for research only.

1.9 Delimitation of the Study

The study was conducted from form three and four boys and girls since these were reachable through their Principals and were about to fill in their degree forms from the Kenya University and College placement Commission. Old boys and girls were not reached since it was extremely expensive but the 2017/2018 candidates could give a true picture of the past, present and future feelings about certain career choices. The research was conducted in Mwatate Sub County in randomly selected schools since all schools could not be reached.

1.10 Basic Assumptions of the Study

The researcher assumes that ;

- (i) Respondents will give accurate and truthful responses to data collection tools.
- (ii) All records and data given by the Sub county director and the principals, teachers and their students would be up to date and accurate.

1.11 Definition of Significant Terms

Career: a profession that comprises of formal education. It is a personal journey which involves learning and working.

Career choice selection of a course of study which leads to a specific profession with regards to one's interest, desire and capability.

Family people related by birth, marriage or adoption.

Gender socially based roles performed by men and women in their everyday lives that differentiate between male and female.

Peer Pressure encouragement of friends to decide with regards to a particular career.

Role models a person who act as an example of the values, perceptions and behaviors of the students.

1.12 Organization of the Study

This research is presented in five chapters. Chapter one focuses on introduction part concentrating on the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitation and delimitation of the study, assumptions of the study, definition of significant terms and organization of the study. Chapter two includes literature review which covers introduction, reviewed literature driven by the objectives, summary of related literature, theoretical framework and the conceptual framework. Chapter three includes research methodology which

covers research design, target population, sample size and sampling procedures, research instruments, validity and reliability of research instruments, data collection procedure, data analysis and ethical considerations. Chapter four focus on data analysis, interpretation and discussion of findings. Chapter five covers the summary of the study, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter covers overview of the tertiary education; influence of family factors, role models, peers and influence of gender factors; summary of literature review; theoretical and conceptual framework.

2.2 Overview of the Tertiary Education

Education is considered a basic human right (Kenya constitution, 2010), and an instrument used for social quality and economic growth (UNICEF, 2004). National goals have prioritized education for in both developed and developing nations and therefore allocated more resources to education. UNESCO (2005), noted that this has contributed to significant development of educational activities globally. In developing countries like Kenya, social economic activities, lack of carrier sensitization and professional role models has hindered student from obtaining quality education and choosing the right carriers. World Bank (2014), noted that in developing countries there is a lot of brain drain whereby professionals are moving to other countries in search of greener pasture, while others are looking for jobs in other fields they never trained for.

Kaula (2015), noted that due to poverty levels, student completion rates in secondary schools had deteriorated highly before the introduction of free day secondary education. Apido (2010), observed that factors leading to low academic achievement in KCSE in public day school in Nairobi county are low student participation which can be deduced from chronic absenteeism, truancy and withdrawal from school before seating for the final examinations. As a matter of fact, Mwatate sub county students due to poverty levels may as well drop out of secondary school education before completing the course and thus only a few who complete qualify for low class degree courses as their performance is low.

Daudi (2016), revealed that extreme poverty in families made them not able to take their children to schools or unable to maintain them in school and they are always sent home due to lack of school fees. This in turn has led to low quality education, inadequate teaching materials to the registered students and thus their final grade is low which cannot give them a quality degree like medicine, architecture, Engineering among others.

2.3 Family Factors and Students Career Choices

Parents have the basic ability to influence sex role, socialization, offering education, character development and bringing up responsible children. Kniveton (2004), asserted that family guides children directly or indirectly, to have an impact on their career choice. For instance, parents provide suitable backing for specific career choices that have a tendency of following their parents career (Small & McClean 2002). Parents might affect their children career progress by significantly restricting particular behaviors that might inspire or depress particular capabilities (Mitchell & Krumboltz, 2010).

Kimu (2012), noted that a child from a poor family is unable to access facilities that can give him/her quality education. He observes that the family may be unable to pay boarding fees for the child in high school, yet at home there might be no light for night studies, no reading tables and chairs and the textbooks are also unavailable. This makes the family environment non-conducive thereby affecting the quality of education the child gets. The United States Department of Education (2010) reveals lack of finances as essential factor responsible academic achievement variation in rural and urban areas. Muhammed and Akanle (2008), asserted that financial instability of parents have an impact on their children performance since they do not have adequate

resources to cater for children education good houses and health care as well as social welfare services.

Jones (2007), established that parents influenced education level that their children attained, the information on career choices and various careers, their perceptions on job as well as job related careers. They did this through approval or disapproval of the anticipations about their off springs' education and careers, behaviors portrayed for the kids, the effect they applied on who was hanging out with the kids, the chances they gave their kids to learn and grow and the type of association they had with their children.

Trusty (2006), revealed that parental participation, comprising of an energetic concern in children's school subjects, homework, scores, activities, emotional welfare and prospect desires, forecast optimistic assertiveness to school, improved marks and enhanced profession decisions. Middleton and Loughhead (2013), revealed that energetic parental taking part in offspring profession development has led to kids capability to personalize and track their profession ambitions in future. The quality of the liaison between parents and their children was deliberated to have an impact on the children's career choices (Kumar, 2016).

A study by De Graaf and Ganzeboom (2003) in Netherlands established that 66.7 percent of students with highly educated parents proceed to university compared to students with middle or low-educated parents. This is so because less educated parents do not know the private and social benefits of investing in education. Such parents may not encourage their children to proceed with their education. Various studies showed a close relationship between the education level of parents and participation in education by their children. Susan (2013) observed that offspring of wealthy parents have higher chances of succeeding in life as compared to offspring of financially unstable parents.

Due to poverty levels in Kenya for example, it is noted with concern that only 22% of students undertaking university education pursued computer related degrees in 2013 compared to 70% in South Korea and Singapore which rose to 26.3% in 2016 (Education News, 2017). Through CEMASTIA, some schools were blessed with technological facilities such as desktops, smart boards, projectors, and programs that make these subjects easy and interesting to learners,(CEMASTEIA,2017). This among other factors arouse the curiosity of the researcher to investigate poverty related issues that influence the sudden percentage increase in the students taking computer courses in the universities.

2.4 Role Models and Students Career Choices

Role models are individuals whose way of life and activities have an impact in the life of another individual (Basoc & Howe, 2010). Gibson (2014), asserted that parents are usually the first role models for people and then later it is normally a person who hails from a broader field', implying that a person who at times is not known in person by the individual. Gibson further observed that when children mature and be familiar with other individuals and other surroundings they will find individuals from various backgrounds and careers whom they identify as their role models.

According to Bandura (2011), role models have an impact career choice directly and indirectly by influencing self- efficacy. By associating with a recognized role model, students might be encouraged to follow the same career path (Gibson, 2014). Perrone (2011), conducted research on influence of role model on career choices of learners, he established that role model support influenced students career choices. He further established that many learners chose similar gender role models.

Hacketh (2016), noted that career role models act as background support that influence career choice. To be specific, role models might offer secondhand learning capabilities that rise the probability of selecting a particular career.

Scherer, Brodzinski and Wiebe (2012), established that learners that had successful role model in specific career had high chances of reporting a liking for following that career and also believe that they might succeed in a similar career.

Yongo (2011) studied influencers of girls career choices in Migori. The results established that there is limited awareness of credible role models. The study concluded that role models are gradually considered as essential determinant of career choice. Blickenstaff (2005), found out that students also lack role models in some areas related engineering technology careers. Fisher and Griggs (2010), established that teacher were the most significant influencers on students career decisions. In addition, Farmer (2011), emphasized that teachers who were interested in students' career plans were crucial influences in their students' career choices.

Areman (2013), study on influence of providing of basic necessities on students involvement in Turkana county established that many students failed to complete the secondary school education due to lack of basic need like water and food. In addition, few locals have adequate education that could propel the school going children to see the importance of education. Parents also did not see the importance of educating their children beyond the primary school due

to low income levels, low education level and lack of basic needs. Instead, children spend their time looking for food rather than being in school. This is a region where only a few or no child at all will enroll in the universities. Okode (2013), notes that in any developed community the young ones learn from their elders and so elders have the mandate to direct young ones in order to offer a vision that will enhance economic development.

Ambula (2010), carried out a research in Nairobi about benchmarking and academic achievement in public secondary schools in Nairobi. Findings established that most secondary schools practice bench marking in areas of discipline, parent's involvement, and motivation, leadership, teaching and learning resources which at the end affect the performance of the student. This is a process of involving role models in learning process. It ensures that the transition from secondary to tertiary institutions has increased and candidates are able to take quality courses.

2.5 Peers Pressure and Students Career Choices

Helpful friends have an important effect on students career choice (Farmer, 2011). Students' career choice is influenced by the whole support of their friends (Fisher & Griggs, 2010). Wentzel (2011) revealed that friends who act

as educational resources might have a direct and significant impact on academic results in school and future careers.

Bankole and Ogunsakin (2015), carried out a research in Nigeria and established that friend relationships were an important factor in assisting students select careers. Hashim and Embong (2015), concur that teenagers are depend on peers to offer authentication of their career decisions . Berndt (2010) study established that friends have a strong influence on students career choices. He concluded that friends influence contributes to a rise in friends' resemblance of decisions. Issa and Nwalo (2008) established that even though males and females are significantly influenced in similar measures by their peers' interest in information technology, males are not likely to be influenced adversely by their peers' lack of interest in sciences.

Salami (2013), established that majority of students in Nigeria select unsuitable careers because of various factors including peer pressure and friends advice. Consequently, majority of the students are unsuited in the careers since they get jobs where they are not able to fulfill their desires. This causes irritation to staff as well as employers. Felsman and Blustein (2016), assessed contribution of friends relationships in career growth in students and established that relationship with friends was significantly related to the

surrounding assessment and advancement in compelling to career choices. They recommended that, as teenagers gradually disconnect themselves from safety offered by their parent(s) and aim at developing close friend relationships, they might develop a sense of safety required to involve in career assessment.

Giddens (2013), carried out a research on factors influencing career choice amongst female engineering students and established that peers offer emotional support; significant role modeling, career decisions and post-secondary achievement. Paa and McWhirter (2000), carried out a study on the degree to which peer pressures influence students' career choices. They established that friends considerably affected the students' ultimate career decision, particularly in situations when the particulars of the course outline are strange.

2.6 Gender Factors and Students Career Choices

Food and agriculture organization of United Nations (FAO) defines gender as 'the relationship between males and females. A lot of students might limit their career decisions to professions which are gender labelled (Eccles, 2011). Klapwijk and Rommes (2014) argued that gender hinders career choices. Savickas and Lent (2012), established that women show better results in arts,

social and conventional careers and males are have preference for realistic, innovative and inventive careers. Greenberger (2013), asserted that boys have a likelihood of pursuing ‘male’ careers, that have better salaries and girls have a likelihood of pursuing traditional careers of beauty and hospitality.

Competences in males and females similarly indicate their career interests. Boys are brought up into stereotypic male profession and ranked high in society (Grant 2014). Carter and Wojtkiewicz (2011), argued that parents are more tentative to girls than boys. Studies in developing countries establish that low enrollment of girls in specific subjects has contributed to the same profession low presentation (Bender, 2004).

Palmer (2005), established that in Australia, females are still few in sciences and technical careers. The American Association of university women (AAUW, 2002), reported that ladies in the U.S contributed just 20% of engineering students and had just 9% of engineering occupations.

Igbinedion (2011), established that Nigerian male students viewed influence of parents as a factor that had an impact on selecting secretarial profession, that is associated with female students. Kenyan women select careers that are

related with conservative gender roles and men on the other hand select professions associated with customary gender roles (Migunde 2012).

Ramani (2004) study on gender mainstreaming in public universities in Kenya established that even though differences in students' admission existed at all levels of high learning institutions, they were specifically broad at advanced degree levels particularly in sciences. It was also established that female professors were many in what is considered as conservative social sciences and education faculties. Obura and Odongo (2012), aimed at assessing the careers that all students in high schools in Kisumu wished for. Results established a gender difference in career desires of secondary school students in Kisumu Municipality. Admission in courses contributing to particular technical careers in Kenya, showed that ladies were not well represented in the courses. Men were the majority in many courses a part from education and hospitality courses.

Okiror (2015), in their journal for the advancement of counselling established that learners and tutors showed clear-cut variance between professions suitable for males and those suitable for females. The also revealed the causes for the career differences and classified the results into perceptions, societal orientations, delusions and illiteracy. Several causes for typecasting female's

careers were: females are weak, so they must pursue careers that are not very demanding; women have family responsibilities so they must not pursue careers forces them to be far from home; females have patience, sympathetic, honest and compassionate, and so should pursue nursing careers; female are good-looking, polite and confident so they can be good secretaries. Amongst causes for male's career choices were; males are hardworking, robust and intellectual, so they can be engineers; they are flexible, they can live far from the families and men are brave and courageous.

2.7 Summary of Related Literature

This sector provides a review of studies on factors affecting Degree courses of student in universities. Studies done by Studies done by Muhammed and Akanle (2008), asserted that financial instability of parents affected their children performance since they do not have adequate resources to cater for children education good houses and health care as well as social welfare services, Felsman and Blustein (2016), found that relationship with friends was significantly related to the surrounding assessment and advancement in compelling to career choices, Okode (2013), asserted that in any developed community the young ones learn from their elders and so elders have the mandate to direct young ones in order to offer a vision that will enhance economic development and studies by Obura and Odongo (2012), established

that female students were underrepresented in engineering, architecture and technology courses while males were the majority in many courses a part from education, home economics, nursing and secretarial studies. These factors influence students' career choices in other parts of Kenya and other countries but the extent to which they influence students' career choices in public secondary schools in Mwatate sub -county is yet to be established thus the rationale for this study.

2.8 Theoretical Framework

The research was anchored on system theory that originally was proposed by biologist Ludwing von Bertalanffy in 1968. The theory analyses both principles common to all multifaceted activities and models that can be employed to describe them. Since a system is self-contained unit. It is a part of wider higher order, and is organized in a series, in a manner that the output of one sub system is the input of other sub system. Using this theory the researcher wants to investigate the output of high schools and input in the universities plus the degree courses done at the universities.

A system has some predictability and this is similar to a school and university since those who enroll from one must graduate in form four and those who qualify must join the universities. A functioning system is affected by the

environment. In this case parents being key players and being part of the environment of the education system have an impact on the academic achievement of their children in high school and the consequential environment in the universities. These are some of the factors which influences the environment of secondary school graduates in universities.

2.9 Conceptual Framework

A conceptual framework is a diagrammatical representation which presents the relationship between the study variables.

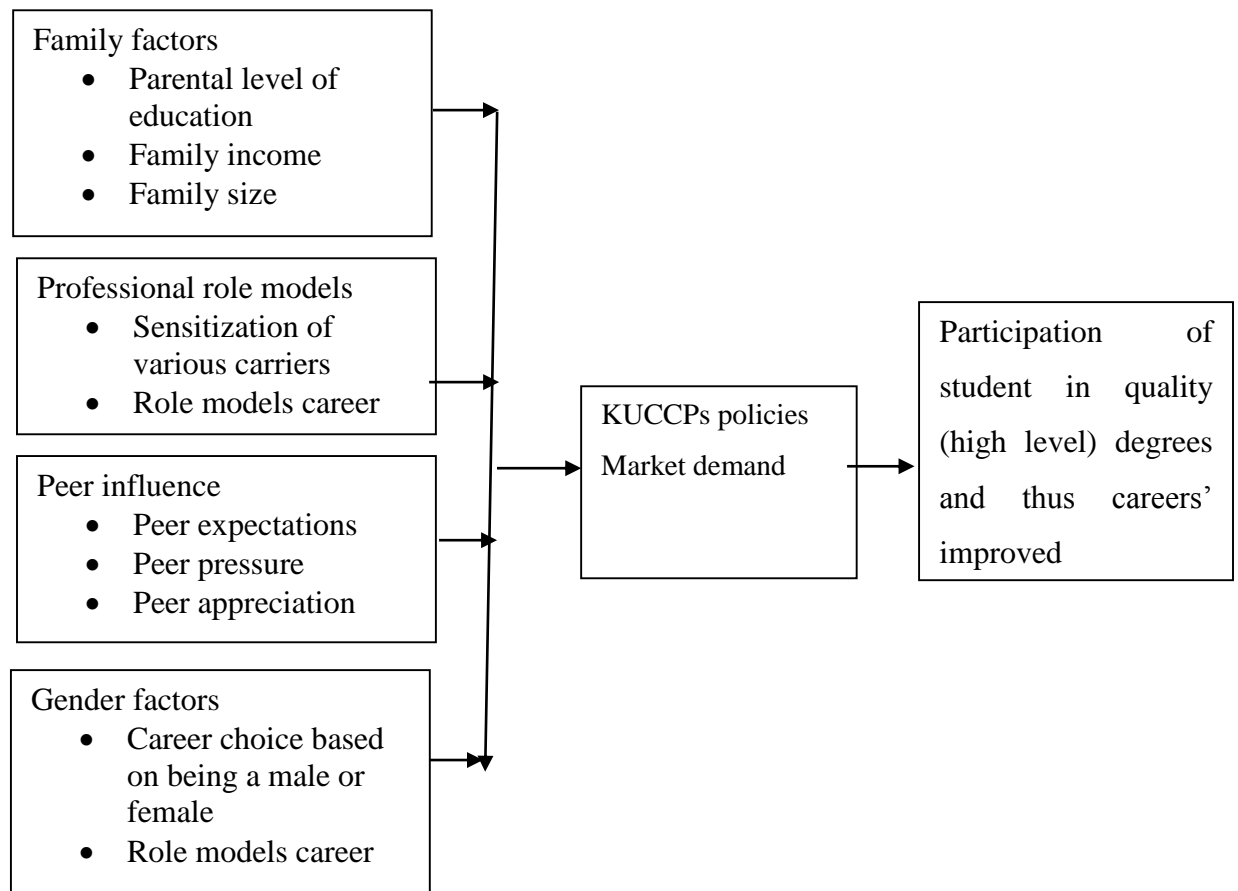


Figure 2.1 Conceptual Framework

This conceptual framework reflects the relationship between variables in relation to students' career choices. The independent variables are family factors, role models, peer influence and gender factors. Family income lays emphasis on factors like parent level of education and some carriers,

counseling on carrier choices. Role models like teachers and mentors also influence the choice of career for the students they teach and mentor. Friends' expectations, pressure and appreciation with regards to life careers influence students' choices of career. Students also base their choice of career on gender factors where female students choose non-traditional careers while male students choose technical careers. Independent variables interplay with other variables (moderating variables) such as school management in enhancing a good learning environment, inviting professionals to give carriers talk. These will determine career choices students make.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with research design, study location, target population, sampling techniques, data collection instrument, their validity and reliability and data analysis procedures.

3.2 Research Design

This researcher used descriptive research design. This research design describes particular characteristics of a phenomena so as to assess the status of a population with regards to study variables (Mugenda, 2008). This design was considered suitable since it helps in data collection. The researcher tried to seek answers to the factors influencing students' career choices in secondary schools in Mwatate Sub County.

3.3 Target Population

The researcher targeted 25 public secondary schools in Mwatate Sub County, 25 principals, 375 teachers and the sub-county director of education. The study also targeted 507 form three and four candidates since these were the people choosing their degrees courses. This study targeted schools that had presented candidates to K.C.S.E up to 2016 since that culture of students in a given

ecosystem and their preferred courses was captured. In general the study targeted 993 members (sub county director of education, Mwatate, 2017).

Table 3.1: Target Population

Target respondents	Target population
Principals	25
Teachers	375
Students	507
Sub county director of education	1
Total	908

3.4. Sample Size and Sampling Procedure

Mugenda and Mugenda (2008), describes a sample as a small group chosen from an entire population and every member in a sample is known as a participant. Simple Random sampling method was employed to choose the schools. Mwatate sub-county has 25 secondary schools inclusive of boys, girls and mixed category. 30% of these were selected randomly to represent the rest that is 8 schools. A thirty percent sample size is deemed as a representative (Mugenda & Mugenda, 2008). The principals of the selected schools, i.e. 8 principals, one sub county director of education, 112 teachers, 76 form 3 and 76 form 4 candidates were sampled. This contributed to a total of 273 participants.

Table 3.2: Sample Size

Target respondents	Target population	Sample size	Percentage
Principals	25	8	30%
Teachers	375	112	30%
Students	507	152	30%
Sub county director of education	1	1	100%
Total	933	273	-

3.5 Research Instruments

Orodho (2010), asserted that in research instrumentation denotes the tools utilized to collect data. The researcher used questionnaires and interview guides.

A questionnaire enables the researcher to obtain a wider quantity of data inexpensively from a wide range of participant's sometimes spread extensively in a geographic space. The questionnaire was administered to the student, directors of studies, principals and the sub county directors of education. The interviews guide was administered to the principal and sub county director of education and director of studies.

Section A of the questionnaire covered the background information and section B covered the respondents' perceptions on influence of family factors, section C covered the respondents' perceptions on influence of role models, section D covered the respondents' perceptions on influence of peers and section E covered the respondents' perceptions on influence of gender factors. The personal interview collected information on background information, the influence of family factors, role models, peers and gender factors on career choices of students.

3.5.1 Pilot Testing

A pilot study is a primary test conducted prior to final study to ensure that research instruments are working accurately (Polit, Beck & Hunger, 2001). The pilot study offers the researcher the chance to assess the appropriateness of the data through examining the reliability and validity of the research tools and checking the wording of data collection tools for accuracy and relevance (Simon, 2011).

According to Mugenda and Mugenda (2008), a pre-test comprises of between 1 to 10 percent of the sampled respondents. Therefore, in this study, piloting was done on 16 students and 16 teachers. After piloting, the items in the

questionnaires were considered to be satisfactory. The amended questionnaire was then administered to respondents for the final study.

3.5.2. Validity of the Instruments

Content validity is determined by expert judgment. Orodho (2010), notes that validity should establish whether the tool content will measure what it is aimed at measuring . The items that were not adequate were rejected while some were changed. The researcher sought help from supervisors and the recommendation given was used to refine and polish the content of the questionnaire and interview guide so as to make them appropriate for the study.

3.5.3 Reliability of the Instruments

Kothari (2010), noted a reliable instrument measures a variable precisely and steadily to yield similar results under similar conditions repeatedly. The researcher used the split-half technique test the reliability of the instruments. Its advantage is that it needs just one session and includes dividing the tool into two; one half for even numbered items and the other half for odd numbered items.

The instruments were divided into two sub sets. Every even numbered items and odd numbered were analyzed distinctly. The odd numbered scores for all

items was correlated with even numbered scores using Pearson Product Moment Correlation Co-efficient of all tests. The researcher employed Spearman Brown Prophecy formula:

$$Re = \frac{2xr \text{ half-test}}{1+r \text{ half-test}}$$

Where Re = reliability of the original test

r = reliability of the coefficient.

The correlation coefficient obtained was 0.814 for teachers' questionnaire and 0.756 for students' questionnaire. This means the research instruments could be relied upon for this study. A coefficient of 0.70 is satisfactory although a coefficient of 0.80 is better (Gay, 2003).

3.6 Data Collection Procedure

The researcher applied for a research authorization from NACOSTI and sought for authorization from the sub county director of education in Mwatate Sub County. Further, the researcher asked consent from the principals to administer questionnaires to the students. The researcher administered the questionnaires as well the interview guide in person. The questionnaires were collected immediately they were filled.

3.7 Data Analysis Procedures

SPSS version 21 was used for data analysis. The data was analyzed both qualitatively and quantitatively. The analyzed data was presented through tabular representation of frequency and percentages for every variable.

The Pearson correlation was done to assess the association between two variables as per the research hypotheses. Once, an association was determined, the relationship between the variables was established using regression model. All the tests significance level was 95% confidence level.

The overall fit of the regression model was determined using ANOVA (Analysis of Variance) test. How well the data fits into the model (the regression model fit) was indicated by the R-squared value. The regression coefficient of the independent variables was interrogated to determine the significance of their effect on the dependent variable using the t-value and their respective the p-value.

In order to assess the relationship amongst research constructs, multiple regression analysis was carried out. Regression analysis enables the researchers to explain the variables by evaluating the relative influence of every independent variable to the regression equation. A regression model was.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where:

Y = Career choices

X₁ = Family factors

X₂ = Role models

X₃ = Peer pressure

X₄ = Gender factors

ε = Error Term.

β₀ = Constant

3.8 Ethical Considerations

The respondents were guaranteed of discretion of the information and concealment of source of data as the questionnaire did not call for revelation of identity. To enable independence in the study, measures were taken to ensure that individual bias of the researcher did not interfere with the research process and that all parties were given a fair consideration. In reporting the findings, the researcher accurately represented data collected and it was used only for the purposes of this study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The chapter focuses on the analysis, presentation and interpretation of the data and discussions based on the objectives. It covers response rate, demographic information, influence of family factors, role models, peers and influence of gender factors.

4.2 Response Rate

The respondents were the principals, teachers, students and the sub-county director of education. Their response rate is presented in Table 4.1.

Table 4.1: Instrument Return Rate

Respondents	Sampled size	No. collected	Return rate (%)
Principals	8	8	100
Teachers	112	80	71
Students	152	115	76
Sub-county director of education	1	1	100

Table 4.1 indicates that questionnaire return rate was more than 70% which according to Mugenda and Mugenda (2008) is adequate for analysis.

4.3 Demographic Information

The background data of respondents focused on; principals and sub director of education period of working at the current station; teachers' gender, highest professional qualification, period of serving as a teacher and teaching subjects; students' gender, age and class. The researcher included the gender to establish extent to which each of the gender influences students' career choice.

4.3.1 Gender of Respondents

The researcher aimed at identifying teachers' and students' gender. Findings are presented in Figure 4.1.

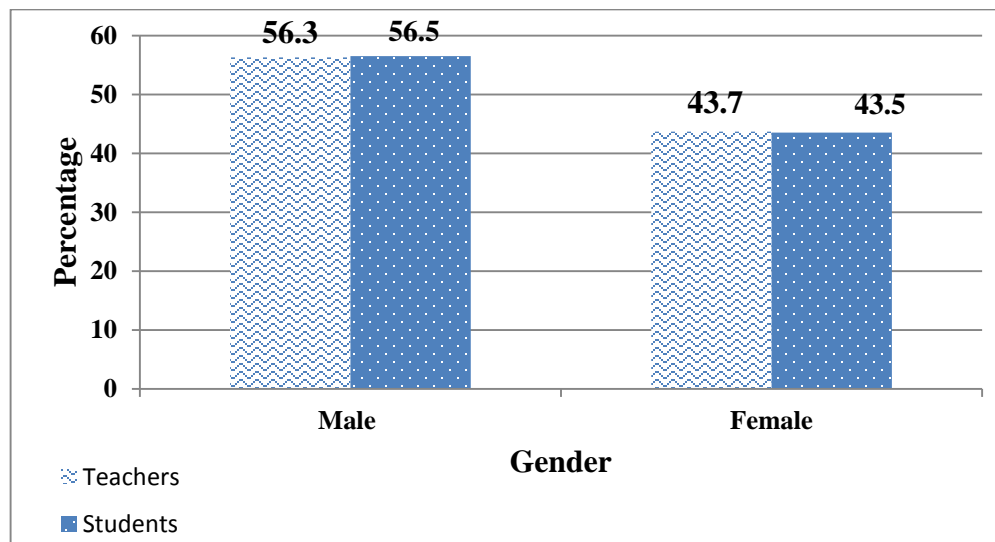


Figure 4.1: Teachers' and Students' Gender

Figure 4.1 show that 56.3% (45) of the teachers were male and majority of the students 56.5% (65) were also male. This shows that both genders of teachers

and students were well represented in the study although male teachers were more.

4.3.2 Age of Students

The researcher asked the students their age. Results are presented in Figure 4.2.

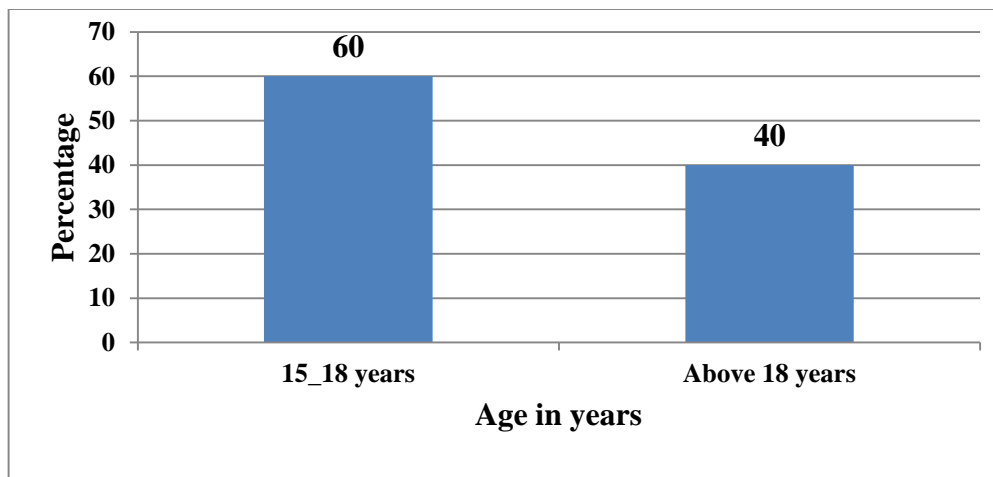


Figure 4.2: Age of Students

Figure 4.2 show that 66% (69) of the students were aged between 15-18 years and 40% (46) of the students were aged over 18 years. This implies that the students were old enough to make sound decisions with regards to career choices.

4.3.3 Teachers' Professional Qualification

The teachers were asked their education level. Figure 4.3 present the findings.

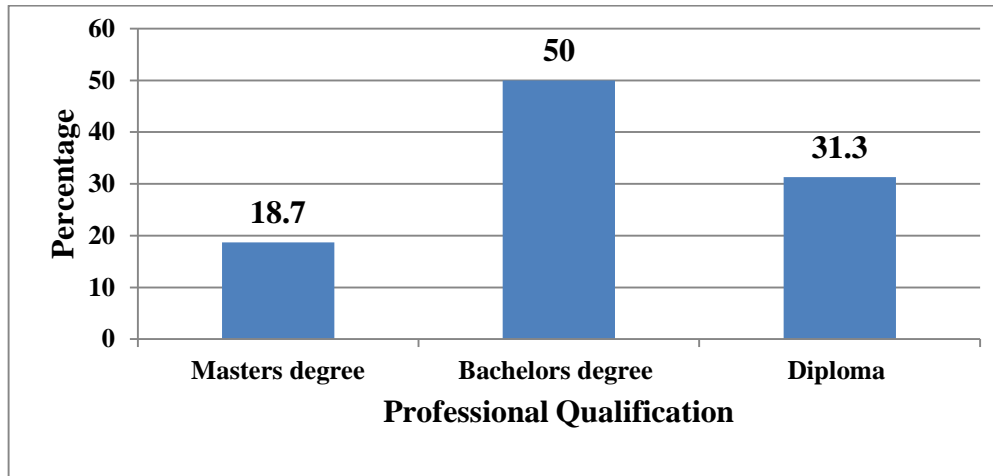


Figure 4.3: Teachers' Professional Qualification

Results in Figure 4.3 show that, 50% (40) of the teachers had achieved undergraduate degree of education, 31.3% (25) had attained diploma in education and 18.7% (15) of the teachers had attained masters' degree of education. This implies that the teachers were well educated to understand the concept of the study. This also shows that the teachers are putting effort to move to higher levels of education.

4.3.4 Teachers' Period of Serving as a Teacher

In order to assess the teachers professional experience, they were asked the period they had served as a teacher. Responses are presented in Figure 4.4.

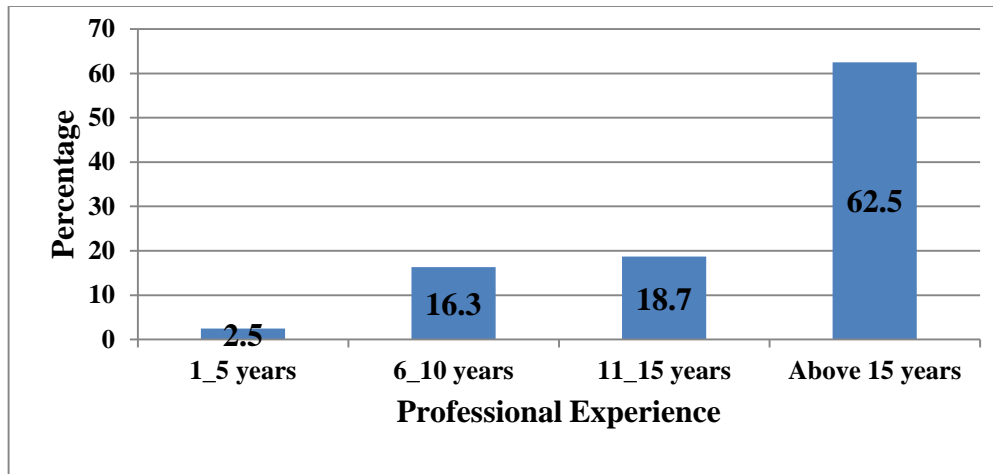


Figure 4.4: Teachers’ Period of Serving as a Teacher

Results in Figure 4.4 show that 62.5% (50) of the teachers had served as teachers for more than 15 years, 18.7% (15) had taught for between 11-15 years, 16.3% (13) had practiced teaching for between 6-10 years and 2.5% (2) of the teachers had taught for between 11-15 years. This shows that the teachers were in the teaching career for considerable number of years therefore have observed various factors which influence students’ career choices.

4.3.5 Principals and DEO Period of Working at the Current Station

The researcher also sought to establish the principals and the sub-county director of education period of working at the current station. Responses are presented in Figure 4.5.

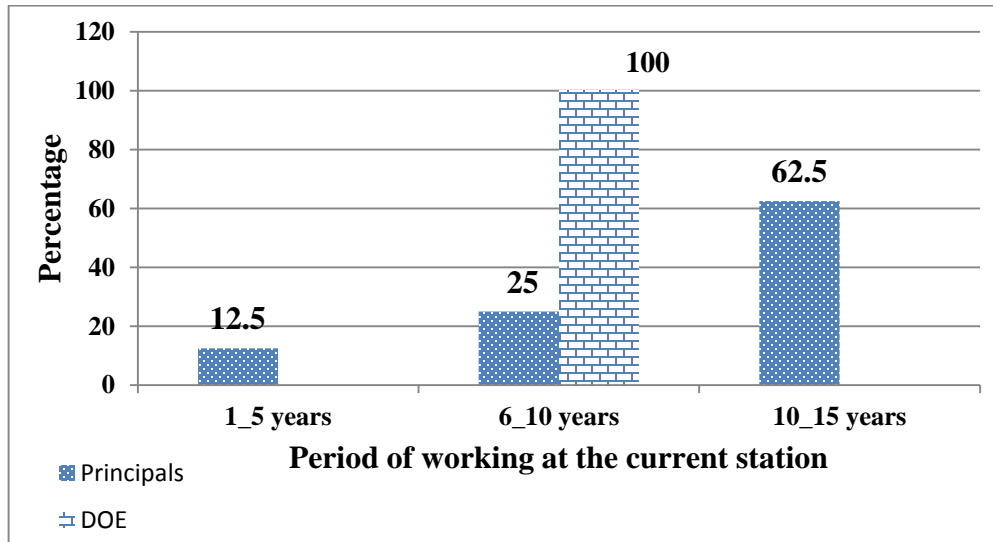


Figure 4.5: Principals and DEO Years of Working at the Current Station

Findings in Figure 4.5 show that the sub-county director of education had worked in the current station for between 6-10 years and majority of the principals 62.5% (5) had worked in the current station for between 10-15 years. This implies that the principals had enough know-how in management of schools thus had enough time to establish factors influencing students' career choices.

4.3.6 Teaching Subjects

Teachers were asked the subjects that they taught. Responses are presented in Figure 4.6.

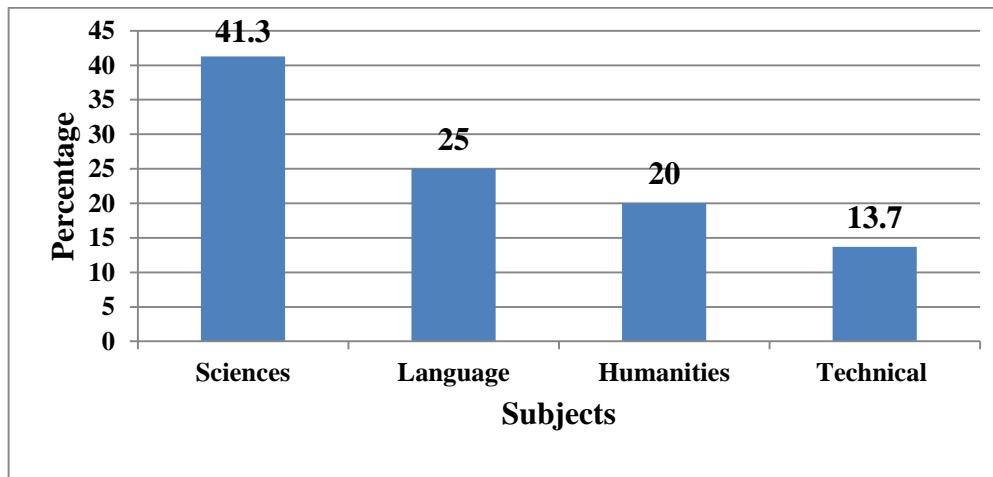


Figure 4.6: Teaching Subjects

Results in Figure 4.6 show that 41.3% (33) of the teachers taught sciences, 25% (20) taught languages, 20% (16) taught humanities and 13.7% (11) of the teachers taught technical subjects. This implies that all subject teachers were well represented in the study.

The researcher aimed at finding out whether the students were guided before choosing courses to undertake in the university. Students were asked to tick on the yes or no choices. Table 4.2 present the findings.

Table 4.2: Students Responses on Career guidance

Responses	Frequency	Percentage
Yes	92	80.0
No	23	20.0
Total	115	100.0

Results in Table 4.2 show that 80% of the students were taken through guidance sessions before choosing courses to undertake in the university. This implies that teachers ensured that students were guided before choosing courses to pursue in the university which also determines their career path.

4.4 Influence of Family Factors on Students Career Choices

The first objective focused on influence of family factors on students' career decisions. Teachers were the extent to which family factors influence students' career choice. Findings are shown in Table 4.3.

Table 4.3: Extent to which Family Factors Influence Career Choice

Extent	Frequency	Percentage
Very great extent	43	53.7
Great extent	21	26.3
Moderate extent	10	12.5
Little extent	6	7.5
Total	80	100.0

Results in Table 4.3 show that (53.7%) of the teachers indicated that family factors influence students' career choice to a very great extent, (26.3%) indicated that family factors influence students' career choice to a great extent, (12.5%) indicated that family factors influence students' career choice to a moderate extent and (7.5%) of the teachers indicated that family factors influence students' career choice to a little extent. The finding concurs with Mitchell & Krumboltz (2010) that Parents might have an impact on their kids professional development by significantly restricting particular behaviors that might inspire or depress particular capabilities.

Teachers were also asked to tick on their agreement level on influence of family factors on career choice of students'. The data were analyzed in form of percentages and frequencies. Findings are shown in Table 4.4.

Key: 1-Strongly agree, 2- Agree, 3-Neutral, 4-Disagree, 5-Strongly disagree

Table 4.4: Teacher' Agreement Level on Influence of Family Factors

Statements	Strongly agree%	Agree%	Neutral%	Disagree%	Strongly disagree%
Parents affect their children career choices	26.3	43.7	15.0	8.7	6.3
Students enroll in school when they have already decided their careers	51.3	27.5	10.0	7.5	3.7
Parental education influence children's preference of careers	22.5	47.5	8.7	16.3	5.0
Parental actions have an influence on children's careers	56.3	18.7	13.7	5.0	6.3
The quality of parental children relationship influences their career choice	50.0	22.5	5.0	20.0	2.5
Students select particular careers to make their parents happy	62.5	12.5	8.7	10.0	6.3
Parental anticipations affect children's choice of careers	60.0	15.0	8.7	11.3	5.0
Parents can build interest of specific careers in their children	25.0	56.3	10.0	5.0	3.7
Parental morals and opinions influence students career choices	57.5	20.0	12.5	7.5	2.5
Students who are not able to separate successfully from their parents cannot indecently make career decisions	65.0	16.2	7.5	6.3	5.0

N=80

Findings in Table 4.4 show that: 43.7% (35) of the teachers agreed that parents influence on children affect their career choices; 51.3 % (41) strongly agreed

that students come to school with predetermined careers; 47.5% (38) agreed that the education level of parents influence their children's career choice; 56.3 % (45) strongly agreed that parental actions influence their children's careers; 50.0 % (40) strongly agreed that the value of parental children relationship influences children's choice of careers; 62.5 % (50) strongly agreed that the standard of parental children relationship influences children's career choices; 60.0 % (48) strongly agreed that students choose certain careers to please their parents; 56.3% (45) agreed that parental anticipations influence children's careers choices; 57.5% (46) strongly agreed that parents may build interest in specific careers in their children and 65.0 % (52) of the teachers strongly agreed that parental morals and opinions influence students career choices. The principals and the sub-county director of education indicated that some parents force their children to pursue courses which are of interest to the parents and some students that are aligned to their parents' profession. They added that parents who value education give career guidance to their children. This implies that family factors influence students' career choice to a great extent. The finding is in agreement with Barker (2010) who found out that compassionate parents are needed for the off spring career decisions and for successful careers.

The students were also asked to tick on agreement level on influence of family factors on career choice of students'. The data were analyzed in form of percentages and frequencies. Table 4.5 presents the findings.

Table 4.5: Students' Agreement Level on Influence of Family Factors

Statements	Strongly agree%	Agree%	Neutral%	Disagree %	Strongly disagree%
I was influenced by my parents to choose the career I want	23.5	46.1	12.2	7.8	10.4
The advice I received from my parents assisted me to select a career	52.2	20.0	11.3	8.7	7.8
The main career in my family is also my desired profession	26.2	40.8	13.0	7.8	12.2
The family business influenced my selection of a career	10.4	34.8	26.1	17.4	11.3
My parents career influenced my choice of career	54.0	25.2	9.6	6.0	5.2
My older siblings had an effect on my career decision	21.7	51.3	15.6	4.3	7.0

N=115

Findings in Table 4.5 show that: 46.1% (53) of the students agreed that their parents influenced them into the career they wanted to pursue; 52.2% (60) strongly agreed that information they received from their parents assisted them to select a career; 40.8% (47) agreed that the main profession in their family

is their desired career; 34.8% (40) agreed that their family business influenced their career choice; 54.0% (62) strongly agreed that their parents career influenced their choice of career and 51.3% (59) of the students agreed that their elder family members influenced their career choice. The findings concurs with Kumar (2016) who established that the quality of the liaison between parents and their children was deliberated to have an impact on the children's career choices.

4.5 Influence Role Models on Students Career Choices

The second objective was to assess influence of role models on students' career decisions . Teachers and students were requested to indicate extent to role models influence students career choice. Descriptive statistics were used for analysis. Findings are shown in Table 4.6.

Table 4.6: Influence of Role Models Career Choice

Extent	Frequency	Percentage
Very great extent	83	42.5
Great extent	75	38.5
Moderate extent	25	12.8
Little extent	12	6.2
Total	195	100.0

Results in Table 4.6 show that 42.5% of the teachers and students pointed out that role models influence students career choice to a very great extent, 38.5% opined to a great extent, 12.8% opined to a moderate extent and 6.2% of the teachers and students pointed out that role models influence students' career choice to a little extent. This finding concurs with Bandura (2011) who established that role models influence career choices directly and indirectly by influencing self -efficacy.

The researcher sought to find out whether involving role models in the learning process ensures students are able to take quality courses. Teachers and students were asked to tick with a yes or no answer. Data were analyzed using frequencies and percentage. Table 4.7 present the findings.

Table 4.7: Responses on Involving Role Models in Learning Process

Responses	Frequency	Percentage
Yes	130	66.7
No	65	33.3
Total	195	100.0

Results in Table 4.7 show that 66.7% of the teachers and students indicated that involving role models in the learning process ensures students are able to take quality courses while 33.3% indicated that involving role models in the learning process does not ensure students are able to take quality courses. The principals and the sub-county director of education agreed that relationship with role models is important on career choices whereby some students tend to pursue their role models' career. This implies that there is need to involve role models in students' learning process especially during guiding and counselling sessions. The finding concurs with Fisher and Griggs (2010) who established that teachers were the main influencers of the students career choices.

Teachers and students were further asked whether role model support influence students career decisions. Findings are in Table 4.8.

Table 4.8: Role Model Supportiveness

Responses	Frequency	Percentage
Yes	117	60.0
No	78	40.0
Total	195	100.0

Results in Table 4.8 show that 60% of the teachers and students pointed out that role model support contribute to students career decisions and 40% of the respondents pointed out that role model support and quality of association does not influence students career decisions. This implies that role model support and good relationship with the students influence their career choices. This finding concurs with Perrone (2011) who revealed role model support and quality of association influenced students career choices..

Students' were asked the extent to which the listed factors influenced their career choice. Descriptive statistics were used for analysis. Table 4.9 presents the findings.

Table 4.9: Influence of Role Models Factors on Career Choice

Factors	Very great extent %	Great extent %	Moderate extent %	Low extent %
High school teacher' advice	59.1	20.0	12.2	8.7
Role model's career	66.1	19.1	14.8	0
Presence of career guidance professionals in the school	70.4	14.0	15.6	0

N=115

Results in Table 4.9 show that 59.1% (68) of the students indicated that high school teachers' advice influenced their career choice to a very great extent, 66.1% (76) indicated that role model's career influenced their career choice to a very great extent and 70.4% (81) of the students indicated that presence of career guidance professionals in the school influenced their career choice to a very great extent. This implies that role models highly influence students, career choice. The finding is in agreement with Scherer, Brodzinski, & Wiebe (2012) findings that learners that had seen a prosperous role model in a profession had high chances of reporting a liking for following that career and also believe that they might also succeeded in a similar career

4.6 Influence of Peers on Students Career Choices

The third objective focused on influence of peers on career choices of students. Teachers were asked to tick on the extent to which peers influence students' career choice. Table 4.10 presents the findings.

Table 4.10: Extent to which Peers Influence' Career Choices

Extent	Frequency	Percentage
Very great extent	18	22.5
Great extent	46	57.5
Moderate extent	12	15.0
Little extent	4	5.0
Total	80	100.0

Results in Table 4.10 show that 57.5% of the teachers indicated that peers influence students' career choices to a great extent, 22.5% opined to a very great extent, 15% opined to a moderate extent and 5% of the teachers pointed out that peers influence students' career choices to a little extent. The finding concurs with Paa and McWhirter (2000) that peers positively affect the students' profession decision.

Teachers were asked their agreement level on influence of friends on students' profession decisions. The data were analyzed in form of percentages and frequencies. Table 4.11 presents the findings.

Table 4.11: Teachers' Level of Agreement on Influence of Peers

STATEMENTS	Strongly agree %	Agree %	Neutral %	Disagree %	Strongly disagree %
Friends counsel on professions is important to students	50.0	27.5	12.5	2.5	7.5
The relations of students influences students to prefer specific professions	63.7	15.0	8.7	5.0	7.5
Students depend on motivation from their age mates	26.3	52.5	11.3	6.3	3.7
Career information is very powerful if it is from friends	27.5	47.5	15.0	7.5	2.5
Students in peer groups have a likelihood of selecting the same careers	60.0	17.5	13.7	2.5	6.3
Career behaviour change comes from friends	52.5	31.3	10.0	3.7	2.5
Peer groups have a likelihood of selecting career advice from friends that they value most	57.5	18.7	10.0	11.3	2.5
Peer group pressure sometimes induces young adolescents into predetermined careers	25.0	55.0	11.3	5.0	3.7

N=80

Results in Table 4.11 show that: 50% (40) of tutors strongly agreed that friends advice on careers is important to students; 63.7% (51) strongly agreed that the relations of students is an influential tool for students to prefer specific careers; 52.5% (42) agreed that students depend on motivation from their age mates;

47.5% (38) agreed that career information is very powerful if it is from friends; 60.0% (48) strongly agreed that students in peer groups have a likelihood of selecting the same careers; 52.5% (42) strongly agreed that career behaviour change comes from friends; 57.5% (46) strongly agreed that peer groups have a likelihood of selecting career advice from friends that they value most and 55% (44) of the teachers agreed that friends group pressure sometimes encourages students into preset career choices. The principals and the sub-county director of education opined that some students' career choices are influenced by their peer whereby friends tend to choose same courses to pursue in the university. This implies that from teachers' view point, peers influence students' career choice. The finding concurs with Bankole and Ogunsakin (2015) who established that friends interactions are important factor in assisting students select careers.

The researcher further sought the students' perceptions on influence of peers. The students were asked their agreement level on influence of peers on students' profession decisions. The data were analyzed in form of percentages and frequencies. Findings are in Table 4.12.

Table 4.12: Students' Level of Agreement on Influence of Peers

Statements	Strongly agree%	Agree%	Neutral%	Disagree %	Strongly disagree%
Career education comes from other students	26.1	48.7	13.0	7.0	5.2
Peer influence regarding career choices is powerful	52.2	24.3	14.8	6.0	2.6
My friends influenced me to select a profession	22.6	51.3	14.0	7.8	4.3
Friends counsel on career was supportive	56.5	28.7	8.7	3.5	2.6
My friends approved the career that I selected	27.0	50.4	11.3	6.0	5.2
I selected a career that is the same as my friends	47.8	37.4	6.0	1.7	7.0
I value the career information I get from friends	38.2	31.3	13.0	9.6	7.8
My friends give wide-ranging and appropriate information on careers	31.3	44.3	10.4	7.8	6.1

N=115

Findings in Table 4.12 show that: 48.7% (56) of the students agreed that career education comes from other students; 52.2% (60) strongly agreed that peer influence regarding career choices is powerful; 51.3% (59) agreed that their friends influenced them to choose a career; 56.5% (65) strongly agreed that friends advice on career guidance helped them; 50.4% (58) agreed that their friends validated the career that they chose; 47.8% (55) strongly agreed that

they selected a career that is the same as their friends; 38.2% (44) strongly agreed that they embraced the advice they got from peers that they valued most and 44.3% (51) of the students agreed that their friends gave comprehensive and proper advice on careers. This shows that the students viewed peers as great influencers of their career choices. The finding concurs with Felsman and Blustein (2016) who found out that relationship with friends was significantly related to the surrounding assessment and advancement in compelling to profession decisions .

4.7 Influence Gender Factors on Students Career Choices

The fourth objective focused on influence of gender factors on students' career choices. Teachers were asked to tick on the extent to which gender factors influence students' career choice. Findings are in Table 4.13.

Table 4.13: Extent to which Gender Factors Influence Career Choice

Extent	Frequency	Percentage
Very great extent	60	75.0
Great extent	15	18.7
Moderate extent	5	6.3
Total	80	100.0

Table 4.13 show that 75% of the tutors teachers point out that gender factors influence students career choice to a very great extent, 18.7% point out to a great extent and 6.3% of the teachers point out that gender factors influence students' career choice to a moderate extent. The principals and the sub-county director of education indicated that gender factors influenced career choices of students to a great extent. They argued that girls choose careers that are deemed feminine (nursing, teaching, secretarial and commerce) while boys choose careers that are deemed masculine (engineering, accountancy, technology, medicine and law). The finding is in agreement with Obura and Odongo (2012) who established a positive relationship between gender and career choices whereby female students were underrepresented in engineering, architecture and technology courses while males were the majority in other courses apart from education, home economics, nursing and secretarial studies.

Students were further asked to give a yes or no answer to whether there are careers they considered masculine or feminine. Findings are in Table 4.14.

Table 4.14: Students Responses on Masculine/Feminine Careers

Responses	Frequency	Percentage
Yes	60	52.2
No	55	47.8
Total	115	100.0

Results in Table 4.14 show that 52.2% of the students considered some careers as either feminine or masculine and 47.8% did not classify careers according to gender. The students explained that technical, engineering and medical careers are masculine while hospitality careers are feminine. This implies that some students choose careers according to their gender. This is in agreement with Osoro, Amundson & Borgen (2000) who revealed that both students and teachers noted unambiguous variances between careers suitable for males and those suitable for females.

The researcher also sought teachers' opinions on influence of gender factors. Teachers were asked their agreement level on influence of gender factors on students' career choices. Table 4.15 presents the findings.

Table 4.15: Teachers Agreement Level on Influence of Gender Factors

Statements	Strongly agree %	Agree %	Neutral %	Disagree %	Strongly disagree %
Gender affects students' career choices	57.5	17.5	11.3	8.7	5.0
Male students have greater career desires than girls	62.5	15.0	12.5	6.3	3.7
Women compete with boys for careers that were previously occupied by men	52.5	25.0	11.3	2.5	8.7
Both genders are socially created to be dissimilar career wise	27.5	43.7	20.0	3.7	5.0
Girls concentrate on hospitality careers	55.0	18.7	15.0	7.5	3.7
There are conventionally male subjects and female dominated subjects	50.0	31.3	6.3	8.7	3.7
Male identity and female identity have influence career choice	65.0	21.3	5.0	6.3	2.5

N=80

Table 4.15 show that: 57.5% (46) of the teachers strongly agreed that gender influences students' choice of careers; 62.5% (50) strongly agreed that Male students have greater career desires than girls; 52.5% (42) strongly agreed that women compete with boys for careers that were previously occupied by men; 43.7% (35) agreed that both genders are socially created to be dissimilar career wise; 55.0% (44) strongly agreed that girls concentrate on hospitality careers; 50.0% (40) strongly agreed that there are conventionally boys and girls

dominated subjects and 65.0% (52) of the teachers strongly agreed that male identity and female identity have influence career choice. This implies that teachers have noted that some students choose careers' according to their gender implying that some boys chose careers perceived to be masculine while some girls chose courses perceived to be feminine. The finding concurs with Migunde (2012) who found out that women select careers that are related with conservative gender roles and men select careers that are associated with customary gender roles.

The researcher further sought students' opinions on influence of gender factors. Students were asked to tick on agreement level on influence of gender factors on their career choices. Findings are in Table 4.16.

Table 4.16: Students' Agreement level on Influence of Gender Factors

Statements	Strongly agree %	Agree %	Neutral %	Disagree %	Strongly disagree %
Science, mathematics, engineering and technology are male designed careers	58.3	19.0	14.0	3.5	5.2
Being male or female contributes to career choice differences between men and women	60.9	15.6	9.6	6.1	7.8
Society anticipates women to prioritize caring for their family in contrast to progressing their career	65.2	12.2	8.7	10.4	3.5
Generally, women do not perform well in technical professions	53.0	28.7	12.2	4.3	1.7
Male dominated careers are regarded as superior to female dominated ones	51.3	24.3	17.4	2.6	4.3
There are careers appropriate for males while others are appropriate for female	59.1	23.5	9.6	5.2	2.6

N=115

Findings in Table 4.16 show that: 58.2% (67) of the students strongly agreed that science, mathematics, engineering and technology are male designed careers; 60.9% (70) strongly agreed that being male or female contributes to career choice differences between men and women; 65.2% (75) strongly agreed that society believes women should prioritize family care in contrast to progressing their career; 53.0% (61) strongly agreed that generally, women do not perform well in technical professions; 51.3% (59) strongly agreed that

men dominated careers are perceived as superior to women dominated ones and 59.1% (68) of the students strongly agreed that there are careers appropriate for males while others are appropriate for female. This also implies that some students choose careers according to their gender. This finding concurs with Palmer (2005) who established that female are still the minority in science, technology, engineering and mathematics careers.

4.8 Inferential Statistics

The researcher further carried out inferential analysis which included coefficient of correlation, analysis of variance, coefficient of determination and multiple regression analysis.

4.8.1 Coefficient of Correlation

In attempting to assess the relationship between the study variables, the researcher utilized the Karl Pearson's coefficient of correlation (r). Findings in Table 4.17 show that only 2 variables were significant at $p < 0.01$ two tailed test. The Pearson correlation coefficient for career choice and family factors was ($r = 0.580$, $p\text{-value}=0.000$) which was significant, that of career choice and gender factors was ($r= 0.590$, $p\text{-value}=0.000$) which was also significant. Correlation between career choice and both peers and role models was insignificant as depicted by ($r= 0.116$, $p\text{-value}=0.470$) and ($r= 0.105$, $p\text{-value}=0.514$). The researcher rejects all the null hypothesis that there is no

relationship between family factors career choice and also rejects the null hypothesis that there is no relationship between gender factors and career choices. On the other hand, the researcher fails to reject the null hypothesis on the relationship between role models and career choice as well as the relationship between peers and career choice.

Table 4.17 Correlation Analysis

		Career choices	Family factors	Role models	Peers	Gender factors
Career choices	Pearson Correlation	1				
	Sig. (2-tailed)					
Family factors	Pearson Correlation	.580**	1			
	Sig. (2-tailed)	.000				
Role models	Pearson Correlation	.116	.072	1		
	Sig. (2-tailed)	.470	.653			
Peers	Pearson Correlation	.105	.005	.129	1	
	Sig. (2-tailed)	.514	.976	.422		
Gender factors	Pearson Correlation	.590**	.116	.016	.025	1
	Sig. (2-tailed)	.000	.471	.923	.879	

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

4.8.2 Analysis of Variance

Findings in table 18 show that the model was significant (p-value = 0.000). Furthermore, the F-statistic is more than 1 hence showing the suitability of the model in assessing the relationship between the study variables.

Table 4.18: Analysis of Variance

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	55.164	4	12.288	7.407	.000 ^a
	Residual	136.660	186	1.524		
	Total	184.844	190			

a Predictors: (constant) Family factors, Role models, Peers, Gender factors

b Dependent variable: career choices

4.8.3 Coefficient of Determination

The coefficient of determination was conducted to assess how best the statistical model was expected to forecast results. The four independent variables contribute 85.2% of students' career choices as represented by the adjusted (r^2) as shown on table 4.19. This means that other factors that this study did not focus on contribute to 14.8% of students' career choices.

Table 4.19 Model Summary

Model	r	r²	Adjusted r²	Std. Error of the Estimate
1	0.852	0.726	0.741	0.0448

a Predictors: (constant) Family factors, Role models, Peers, Gender factors

4.8.4 Multiple Regression

The researcher further carried out a multiple regression analysis in order to identify influence of family factors, role models, peers and gender factors on students' career choices. The researcher used SPSS to enter and code response from the respondent to assist in computing the extent to which a unit changes in a given independent variable to dependent variable. As per the SPSS generated table 4.20, the equation

$$(Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon) \text{ becomes:}$$

$$Y = 3.024 + 0.578 X_1 + 0.034 X_2 + 0.044 X_3 + 0.610 X_4$$

The equation has revealed that holding influence of family factors, role models, peer and gender factors at constant zero, sound career choices will be 3.024. It was revealed that a unit change in influence of family factors will contribute to a 0.578 change in career choices; changes in role models influence would contribute to a 0.234 changes in career choice; changes in peers influence

would contribute to a 0.144 changes in career choice and changes in gender factors influence would contribute to 0.610 change in career choices.

This shows that family factors influence students' career choice to a great extent followed by gender factors then role models while peers influence to a little extent on students career choices

Table 4.20: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	β	Std. Error	Beta	t	
Constant/Y Intercept	3.024	2.339		1.776	0.084
Family factors	0.578	0.205	0.529	8.054	0.000
Role models	0.234	0.145	0.167	1.096	0.724
Peers	0.144	0.142	0.187	1.042	0.304
Gender factors	0.610	0.245	0.458	5.563	0.000

a Dependent variable: career choice

CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of major findings and conclusions. It also presents recommendations for possible actions and suggestions for future studies.

5.2 Summary of Findings

5.2.1 Family Factors and Students Career Choices

The researcher established that family factors significantly influences students career choices at ($P=0.000$). It also revealed positive correlation between family factors and students career choices. The study established that; parental actions influenced career choices as indicated by 56.3 % of the respondents, students choose certain careers to please their parents as indicated by 60.0 %, parental beliefs have an impact on career choices of their children as indicated by 65.0 % (52) of the teachers strongly agreed that 54.0% (62) strongly agreed that their parents career influenced their choice of career and their parents influenced students into the career they wanted to pursue as indicated by 46.1% of the respondents. The findings concurs with Middleton and Loughead (2013), who established that energetic parental involvement in their kids

profession development has led to their capability to personalize and track their own career ambitions in future.

5.2.2 Role Models and Students Career Choices

Findings established that role models do not significantly influence students' career choice ($P=0.470$). It was also revealed that involving role models in the learning process ensures students are able to take quality courses and role model support and value of relationship contributed to students career choices as indicated by 66.7% of the respondents. The researcher established that high school teachers' advice, role model's career and presence of career guidance professionals in the school influenced students' career choice to a very great extent. The finding is in agreement with Perrone (2011), who established that role model support influenced students career choices .

5.2.3 Peers and Students Career Choices

Findings have established that peers do not significantly influence students' career choice ($P=0.514$). The researcher established that; the relationship of students is a influential tool for students to select specific careers as indicated by 63.7% of the respondents; peers have the likelihood of choosing same careers as indicated by 60.0%; peer groups have a likelihood of accepting career advices from group members that they value most as indicated by 57.5% and friends influence each other to choose a career as indicated by 51.3% of

the respondents. The finding concurs with Berndt (2010), who found out that friends have a strong impact on career decisions.

5.2.4 Gender Factors and Students Career Choices

Gender factors at ($p=0.000$) shows a positive relationship with students' career choice. The study established that; male students have greater career desires than girls as indicated by 62.5%, female value careers that concentrate on taking care for other people as indicated by 55.0%, being male or female contributes to career choice differences between men and women as indicated by 60.9% , society believes women should prioritize family care as opposed to progressing their career as indicated by 65.2% and there are careers appropriate for female and others appropriate for female as indicated by 59.1% of the respondents. The finding is in agreement with Obura and Odongo (2012), who established a statistically significant relationship between students' career aspirations and their gender.

5.3 Conclusions

This study has established that family factors influence students' career choices. Parent's career and sibling's careers influenced students' career choices. Parents also dictated career choices for their children and some students were inspired by their family business to pursue some careers.

Role model's career and teachers' advice greatly influenced career choice. Students identify people whose lives and activities influence them positively.. This shows that students may opt to pursue either their teachers or role models careers. The study established that gender factors influence career choice. The respondents portrayed the fact that male dominated careers are viewed as superior to female dominated ones. Majority of respondents also indicated that men are expected naturally to be more competent as compared to women.

5.4 Recommendations

Based on the findings of the study it is recommended that;

- Parents must be educated in career guidance. Learning institutions should be planned to assist parents' counsel children. The Ministry of Education should prepare books on career guidance that should be given to parents.
- It is vital that peers are trained on career guidance. While students get career counsell in learning institutions, activities like peer training might be established.
- Secondary schools must be encouraged to conduct events such as careers' day or career's week in schools, incorporating all stakeholders in careers education with an aim of allowing students interrogate on career issues.

5.5. Suggestions for Further Research

More studies need to be undertaken on the factors influence students career choices in secondary schools in other counties for comparison purposes. The researcher further suggests an inclusive research to be conducted to assess the effect of career counselors in public schools in Kenya.

REFERENCES

- AAUW. (2002). *Why so few? Women in science, technology, engineering, and mathematics*. Washington DC.
- Ambula, R. (2010). *Benchmarking in public secondary schools in Nairobi Province*: Nairobi: Kenya Information Preservation Society.
- Apido, O. (2010). *Factors leading to poor performance in KCSE in public day school in Nairobi County*. Unpublished Med. Thesis, University of Nairobi.
- Areman, M. (2013). *Influence of provision of basic needs on students' participation in secondary school education in Turkana County, Kenya*. Unpublished Masters Project. University of Nairobi.
- Bandura A. (2011). Exercise of human agency through collective efficacy. *Current directions in psychological science* 9, 75-78
- Bankole, E. & Ogunsakin, F. (2015). Influence of peer groups on academic performance of secondary school students in Ekiti State. *International Journal of Innovative Research and Development*, 4(1):324-331.
- Barker, M. (2010). Choices and constraints: Family responsibilities gender and academic career. *Journal of Comparative Family Studies*, 4(1):1-18.
- Basoc, S. & Howe, K. (2010). Model influence on career choices of college students. *The Vocational Guidance Quarterly*, 27, 239-245.
- Bender, S. (2004). *Factors Influencing Traditional or Non-Traditional Career-Related Aspirations among Female Students Enrolled in Science Courses*. Summary of a graduate Thesis, SSTA
- Berndt, T. (2010). *Friends' influence on adolescents' academic achievement motivation: An experimental study*. *Journal of Educational Psychology*, 82(4): 664-670.
- Blickenstaff, J. (2005). Women and science careers: Leaky pipeline or gender filter? *Gender and Education*, 17(4), 18-386

- Carter, S. & Wojtkiewicz, R. (2011). Parental involvement with adolescents' education: Do daughters or sons get more help? *Adolescence*, 35(137), 29–44.
- Corrigan, E. & Konrad, A. (2016). Gender role attitudes and careers: A longitudinal study. *Sex roles*, 56(11):847-855.
- Daudi, K. (2016). *Effects of poverty on children enrollment in schools in Tanzania*. Unpublished Med. Thesis, Open University of Tanzania.
- De Graaf, P. & Ganzeboom, H. (2003). Family Background and Educational Attainment in the Netherlands for the 1891–1960 Birth Cohorts. Westview Press, pp. 75–100.
- Department for Education and Skills (2005). Education and Skills Implementation Plan. Education and Skills .[http://www.dfes.gov.uk/Publications/14-19 education and skills/pdfs/14-19](http://www.dfes.gov.uk/Publications/14-19%20education%20and%20skills/pdfs/14-19). Retrieved August 28,2018.
- Duffy, R. & Dik, B. (2009). Beyond the self: External influence in the career development processes. *The Career Development Quarterly*, 58:29-43.
- Durosaro, I. & Adebanye, N. (2012). Gender as a factor in the career choice readiness of senior secondary school students in Metropolis of Kwara state Nigeria. *International Journal of Humanist and Social Science*, 2(14):109-113.
- Eccles, J. (2011). *Academic Achievement*. In R.M, Lerner, A. C. Petersen, & J. Brooks (Eds.), *Encyclopedia of Adolescence* (Vol. 1).New York: Garland.
- FAO. (1997). Gender: the key to sustainability and food security. *SD Dimensions*, 1997 (available at www.fao.org/sd) retrieved August 2018.
- Farmer, H. (2011). Career and homemaking plans for high school youth. *Journal of Counseling Psychology*, 30, 40-45.

- Felsman, E., & Blustein, D. (2016). The role of peer relatedness in late adolescent career development. *Journal of Vocational Behavior*, 54, 279-295.
- Fisher, T. & Griggs, M. (2010). Factors that influence the career development of African-American and Latino youth. *The Journal of Vocational Education Research*, 20 (2), 57-74.
- Gay, R. (2003). *Education Research, Competence for Analysis and application*. Columbus: Charles Merrill Publishing Co.
- Gibson, D. (2014). Role model in career development, *Journal of vocational behavior*65. 134-156.
- Giddens, A. (2013). *Modernity and self-identity: Self and society in the late modern age*. Stanford, CA: Stanford University Press
- Grant, J. (2014). *Students Progression, Employability and Career Routes: Is it a Level Playing Field? Are There Gender Differences?* Cheshire: Manchester Metropolitan University.
- Greenberger, M. (2013). Nation's high schools still operate "separate and unequal" *vocational education for male and female students*. Retrieved April 12th , 2013, from [http://www.nwlc.org/details.cfm?id=1135 & section =education](http://www.nwlc.org/details.cfm?id=1135§ion=education).
- Hacketh,M. (2016). Social cognitive theory and the career development of African American women. *Career development quarterly* 44.322-340.
- Hashim, H. & Embong, A. (2015). Parental and peer influence upon Accounting as a subject and Accountancy as a career. *Journal of Economics, Business and Management*, 3(2): 252-256.
- Igbinedion, V. (2011). Perception and factors that influence students' vocational choice of secretarial studies in tertiary institutions in Edo State, Nigeria. *European Journal of Educational studies*, 3(2):325-337.
- Issa, A. and Nwalo, O. (2008). Factors affecting the career choice of undergraduates in Nigerian Library and Information Science Schools.

African Journal of Library, Archives and Information Science, 18(1): 23-31.

Jones, M. (2007). Using software to analyse qualitative data. *Malaysian Journal of Qualitative Research*, 1(1):64-76.

Karunanayake, H. & Nauta, J. (2004). The relationship between race and students identified career role models and perceived role model influence. *Career development quarterly*.52,225-234.

Kaula, M. (2015). *Factors influencing participation of students in mixed public secondary schools in Kajiado north sub-county, Kenya*. Unpublished Masters Project. University of Nairobi.

Kenya Institute of Public Policy Research and Analysis (2003). Financing Secondary Education in Kenya; Discussion Paper Series. Nairobi IPAR.

Kimu, M. (2012). Parent involvement in public primary schools in Kenya. *Journal of Asian and African Studies* Vol. 48: 5(607-622).

Kiroto, F. (2012). *Assessment of Household and School Factors on Internal Efficiency in Public Primary Schools in Nyandarua West District, Kenya*. Unpublished Masters Project. University of Nairobi.

Klapwijk, R. & Rommes, E. (2014). Career orientation of secondary school students in the Netherlands. *International Journal of Technology Des Education*, 19:403-418.

Kniveton, B. (2004). The influences and motivations on which students base their choice of career. *Research in Education*, 72:47-57.

Kothari T. (2010). *Research Methodology Methods and Techniques* 2nd Edition New Age Willay Easter

Kumar, S. (2016). Career choice and college students: Parental influence on career choice traditionalism among college students in selected cities in Ethiopia. *International Journal of Psychology and Educational Studies*, 3(3):23-30.

- Malome, O. (2012). *Evaluation of cost-effectiveness in the provision of free tuition in public day secondary education in Eldoret West district Kenya*. Unpublished Masters Project. University of Nairobi.
- Middleton, E. & Loughhead, T. (2013). Parental influence on career development. An integrative frame work for adolescent career counseling. *Journal of career development*. 18: 161- 173.
- Migunde, Q. (2012). Gender differences, Career aspirations and career development barriers of secondary school students in Kasimu Municipality. *Gender and Behaviour*, 10(2):4987-4997.
- Mitchell, A. & Krumboltz, J. (2010). *Social learning and career decision making*. Cranston, RI: Carroll Press.
- Mugenda, O. & Mugenda, A. (2008). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: Acts Press.
- Muhammed, A. & Akanle, O. (2008). Socioeconomic factors influencing student academic performance in Nigeria some explanation from a local survey. Retrieved on 29/8/2018 from [http; //www.medwelljournals.com/abstract](http://www.medwelljournals.com/abstract).
- Nykanen, J. (2010). *School to the World of Work: Effective Preparation, Successful Transition and Sustainable Policy for Youth in Europe*. Graz, Austria. Styrian Association for Education and Economics.
- Obura, C. & Ajowi, J. (2012). Gender and students' perceptions of career aspirations in secondary schools. *Academic Journal of Interdisciplinary Studies*, 1(2):45.
- Okiror, J. (2015). Factors influencing career choice among undergraduate students in an African university context: The case of agriculture students at Makerere University, Uganda. *Journal of Dynamics in Agricultural Research*, 2(2):12-20
- Okode, O. (2013). *Influence of secondary schools' strategic planning on students' academic performance in Rachuonyo North District, Kenya*. Unpublished Masters Project. University of Nairobi.

- Orodho, J. (2010). *Essentials of Educational and Social Sciences Research Methods*. Nairobi: Masola Publishers.
- Paa, H & McWhirter, E. (2000). Perceived influences on high school students' current high school expectations. *Career Development Quarterly*, 49, 29-44.
- Palmer, S. (2005). Engineering education for primary school students. *Psychological Reports*, 59:598–612.
- Perrone, M. (2011). *Role model influence on the career decidedness of college students*, Project Innovation (Alabama) United States.
- Polit, D. & Beck, C. (2004). *Nursing research: Principles and methods*. 7th edition. Philadelphia, MA: Lippincott, Williams and Wilkins
- Ramani, K. (2004). "More Needed for Girl-Child." Daily Nation, p.12.
- Salami, O. (2013). The Factors Determining the Choice of Career Among Secondary School Students. *The International Journal of Engineering and Science*, 2(6):33-44.
- Savickas, M., & Lent, R. (2012). *Convergence in Career Development; Theories*. Palo Alto, California: Consulting Psychologists press, Inc
- Scherer, R. & Wiebe, A. (2011). Assessing perception of career Role-model performance. *Perceptual and Motor Skills*, 72, 555-560.
- Simon, M. (2011). *Dissertation and Scholarly Research; Receipts for success*. Seattle, WA: Dissertation success, LLC. Online at <http://dissertationrecepies.com>
- Small, J., & McClean, M. (2002). Factors impacting on the choice of entrepreneurship as career by Barbadian youth: A preliminary assessment. *Journal of Eastern Caribbean Studies*, 27(4): 30–54
- Susan. E. (2010). Revisiting an old question; how much does parental income affect child outcome. Retrieved on 15/9/2018 from http://www.irp.wise.edul/publicational/focus/pds/Foc_272_epdf

- The United States Department of Education. (2010). National Center for Education Statistics. Retrieved from National Education Longitudinal Study of 1988 (NELS:88): <http://nces.ed.gov/surveys/nels88/>
- Trusty, J. (2006). Relationship of parental involvement in teen's career development to teens attitudes, perceptions and behaviour. *Journal of research and development in education*. 30: 65-69.
- UNESCO. (2005). *Challenges of implementing free primary education in Kenya: assessment report. Kenya*. Nairobi: Ministry of Education, Science & Technology. School effectiveness and School Improvement, 21(3):315-336.
- UNICEF (2004). Child Labour and Commercial Sexual Exploitation in Eastern and South Africa. UNICEF: ESAR
- Waudu, R. (2008). 'Challenges That Face Women in Managerial Positions in the Print Media in Kenya', UON: Unpublished MBA project
- Wentzel, K. (2011). Peer relationships, motivation, and academic performance at school. *Handbook of competence and motivation* (pp. 279 - 296). New York, NY: Guilford.
- World Bank (2014) "Brain drain in developing countries (English)". *The World Bank economic review*. -- Vol. 21, no. 2, pp. 193-218.
- Yongo Milicent (2011). Factors influencing career choices by girls in public secondary schools, a case of Migori county; Kenya, unpublished MA Research project, University of Nairobi..

APPENDICES

Appendix I : Introduction Letter

Joseph Kilonzo
P.O Box 57,
Mwatate.

The Principal

Dear Sir / Madam,

RE: LETTER OF INTRODUCTION

I am a student at the University of Nairobi Department of Educational Administration and Planning. I am undertaking a study on “**Factors influencing career choices of students in public secondary schools in Mwatate sub county Taita Taveta County, Kenya.**” Your institution has been chosen to take part in the study. I am humbly asking for your permission to collect data from you and the students.

The attached questionnaires have been designed to assist the researcher gather data for the research only and respondents identity will not be exposed. Respondents are kindly requested to respond to all items thoughtfully and honestly.

Yours faithfully,

Joseph Kilonzo.

Appendix II: Teachers' Questionnaire

The questionnaire is aimed at obtaining data from teachers on factors influencing students' career choices. Kindly respond to the entire question provided below.

Note: Data given shall be utilized only for research and your identity will not be exposed. DO NOT indicate your name or school name.

Section A: Demographic Information

1. Please indicate your gender

Male Female

2. What are your highest professional qualifications?

Masters in Education Bachelors of education

Diploma in Ed P1 Certificate

Specify others _____

3. What is your work experience as a teacher?

Below 1 year 1-5 years

6-10 years 11 -15 years

16-20 years above 21 years

4. What are your teaching subjects?

Sciences Languages

Humanities Technical subjects

Section B: Influence of Family Factors

5. To what extent does family factors influence students' career choice?

Very great extent [] great extent [] moderate extent []

little extent [] no extent []

6. Kindly indicate your level of agreement on statements on influence of family factors on students' career choice.

Key: 1-Strongly agree, 2-Agree, 3-Neutral, 4-Disagree, 5-Strongly disagree

STATEMENTS	1	2	3	4	5
Parents influence affect their children career choices					
Students enroll in school when they have already decided their careers					
Parental education influence children's profession choice					
Parental reactions have an influence on children's professions					
The quality of parental children relationship influences their career choice					
Students select some careers to make their parents happy					
Parental anticipations influence children's choice of careers					
Parents can be interested in specific careers for children					
Parental morals and opinions influence students career choices					
Students who are not able to separate successfully from their parents cannot indecently make career decisions					
Parents influence affect their children career choices					

Section C: Influence Role Models

7.To what extent do role models influence students' career choice?

Very great extent [] great extent [] moderate extent []

little extent [] no extent []

8. Do you think that involving role models in the learning process ensures students are able to make sound career choices?

Yes () No ()

9. Does role model support contribute to students career choices?

Yes () No ()

Section D: Influence of Peers

10. Kindly indicate the extent to which peers influence career choices amongst students.

Very great extent [] great extent [] moderate extent []

little extent [] no extent []

11. Kindly indicate your level of agreement on statements on influence of peers on students' career choice.

Key: 1-Strongly agree, 2-Agree, 3-Neutral, 4-Disagree, 5-Strongly disagree

STATEMENTS	1	2	3	4	5
Friends advice on careers is important to students					
The relations of students influences students to prefer specific professions					
Students depend on motivation from their peers					
Career information is very powerful if it is from friends					
Students in peer groups have a likelihood of selecting the same careers					
Career behaviour change comes from friends					
Peer groups have a likelihood of selecting career advice from friends that they value most					
Peer group pressure sometimes lead young teenagers into predetermined careers					

Section E: Influence of Gender Factors

12. To what extent do gender factors influence students' career choice?

Very great extent [] great extent [] moderate extent []

little extent [] no extent []

13. Kindly indicate your level of agreement on the listed statements on influence of gender factors on students' career choice.

Key: 1-Strongly agree, 2-Agree, 3-Neutral, 4-Disagree, 5-Strongly disagree

STATEMENTS	1	2	3	4	5
Gender have an influence on students' career choices					
Male students have greater professional desires than girls					
Women compete with boys for careers that were previously occupied by men					
Both genders are socially created to be dissimilar career wise					
Girls concentrate on hospitality careers					
There are conventionally boys and girls dominated subjects					
Male identity and female identity have influence career choice					
Gender have an influence on students' career choices					

THANK YOU

Appendix III: Students' Questionnaire

The questionnaire is aimed at obtaining data from students on factors influencing their career choices. Kindly respond to the entire question provided below.

Note: Data given shall be utilized only for research purposes and your identity will not be exposed. DO NOT indicate your name or school name.

Section A: Demographic Information

1. What is your gender? Male () Female ()
2. What is your age bracket?
15 -18 years () above 18 years ()
3. Which is your class/Form? Form 3 () form 4 ()
4. Were you taken through guidance session before choosing courses that you would like to pursue in the university?
Yes () No ()

Section B: Influence of Family Factors

5. Kindly indicate your level of agreement on the listed statements on influence of family factors on career choices of student.

Key: 1-Strongly agree, 2-Agree, 3-Neutral, 4-Disagree, 5-Strongly disagree

STATEMENTS	1	2	3	4	5
I was influenced by parents to choose the career I want					
The advice I received from my parents assisted me to select a career					
The main career in my family is also my desired profession					
The family business influenced my selection of a career					
My parents career influenced my choice of career					
My elder brothers/sisters had an impact on my profession decision					
I was influenced by my parents to choose the career I want					

Section C: Influence of Role models

6. To what extent do you agree that role models affect students' career choice?

Very great extent [] great extent [] moderate extent []

little extent [] no extent []

7. Do you think that involving role models in the learning process ensures students are able to take quality courses?

Yes () No ()

8. Does role model supportiveness contribute to students' career choice?

Yes () No ()

9. To what extent did the listed factors influence your selection of degree course?

Factors	Very great extent	Great extent	Moderate extent	Low extent
High school teacher' advice				
Role model's career				
Presence of career guidance professionals in the school				

Section D: Influence of Peers

10. Kindly indicate your level of agreement on statements on influence of peers on career choices of student.

Key: 1-Strongly agree, 2-Agree, 3-Neutral, 4-Disagree, 5-Strongly disagree

STATEMENTS	1	2	3	4	5
Career education results from other students					
Peer influence with respect to career choice is powerful					
My friends have adviced me to select a career					
Friends counsel on profession was supportive to me					
My friends approved the career that I selected					
I selected a career which is the same as my peers					
I value the career information I get from friends					
My friends give wide-ranging and appropriate information on careers					

Section E: Influence of Gender Factors

11. Are there careers you consider masculine or feminine? Yes [] No []

Kindly explain your answer?

12. In each of the statements below, select the best statement that describes your perception and attitude about career choice.

Key: 1-Strongly agree, 2-Agree, 3-Neutral, 4-Disagree, 5-Strongly disagree

STATEMENTS	1	2	3	4	5
Science, mathematics, engineering and technology are male designed careers					
Being male or female contributes to career choice differences between men and women					
Society anticipates women to prioritize caring for their family in contrast to progressing their career					
Generally, women do not perform well in technical professions					
Male dominated careers are regarded as superior to female dominated ones					
There are careers appropriate for males while others are appropriate for female					

THANK YOU

Appendix IV: Interview Guide for Principals and Sub-County Director of Education

1. For how long have you worked at the current station.....years
2. How do family factors influence career choices of students?
3. Do you think parent give proper guidance to the students on career choices?
4. How do role models influence career choices of students?
5. Do you agree that association with role models is important on career decision making?
6. Do you think some students career choices are influenced by their peers?
7. To what extent do gender factors career choices of students?
8. How do gender factors influence career choices of students?

Appendix V: Research Permit

Appendix VI: Authorization Letter