

**FACTORS INFLUENCING CAREER CHOICES AMONG
UNDERGRADUATE STUDENTS IN PUBLIC UNIVERSITIES IN KENYA -
A CASE OF COMPASSION INTERNATIONAL SPONSORED STUDENTS**

BY

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DECLARATION

This research project report is my original work and has never been submitted to any university for an academic award.

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This research project report is submitted for examination with my approval as University of Nairobi supervisor

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DEDICATION

This research work is dedicated to my husband Joseph Maina and my two daughters Maureen and Precious.

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ABBREVIATIONS AND ACRONYMS

UNESCO- United Nations Educational Scientific and Cultural Organization's

JAB- Joint Admissions board

K.C.S.E.- Kenya certificate of secondary education

LDP- Leadership development program

G.O.K- Government of Kenya

U.S- United States

U.N- United Nations

S.T.E.M- Science, Technology, Engineering and Mathematics

F.A.W.E-Fellowship of African Women Educationalists

S.P.S.S-Statistical Package for Social Sciences

M.O.E- Ministry of education

ASVAB- Armed Services Vocational Aptitude Battery

ABSTRACT

This study sought to investigate the factors that influence career choice among undergraduate students sponsored by Compassion International. Compassion International Kenya sponsors 293 students in all the public universities in the country. The management of Compassion International Kenya has keenly observed lack of diversified careers among sponsored students and that forms the statement of the problem. The objectives of this study were to investigate family factors, role of peers, role models and the role of gender in influencing career choice among the students. The researcher adopted a census survey design which was appropriate because of the cross-sectional nature of data that was collected as is implied in the research objectives. The population of the study comprised of 295 participants who included 293 undergraduate students sponsored by Compassion International and two members of staff who run the sponsorship program. This study was a census of university students sponsored by Compassion International Kenya and therefore no attempt was made at sampling the students. This was necessitated by the fact that the population under study was small. The data collection instrument was self-administered questionnaire. This was mailed to the participants of the study and a date was set when the participants responded. An additional interview guide was used to interview the two members of staff. The researcher obtained a response rate of 97%. Data analysis was based on the research questions designed at the beginning of the research. The collected data was inspected and edited to a certain their accuracy, completeness and uniformity. Data was analyzed using statistical package for social sciences. This computer program was used to help in analyzing the data after it had been inspected, edited and classified. Descriptive and inferential statistics were used to investigate the factors that influence career choice among Compassion International sponsored students. The results of the study were compared with literature review to establish the factors that influence career choice among undergraduate students sponsored by Compassion International. The data collected was analyzed using descriptive and inferential statistics. According to the findings of the study, all the independent variables investigated had influence on career choice of the sponsored undergraduate students of Compassion International. The study however indicated that role models had the greatest influence with an average mean score of 3.1. Peer and gender factors had an equal influence on the choice of career with an average mean score of 2.3. The results also indicated that family factors have the least influence on career choice with an average mean score of 1.86. The research therefore recommends that the Ministry of Education, universities and Non governmental organizations should map out a strategy for career information exposure and effective dissemination to students.

The research further recommends further research to be done in areas such as factors that lead to career change among undergraduate students in Kenya and factors that limit female students from pursuing technical careers such as science, mathematics, technology and engineering.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Career selection is one of the many important choices students will make in determining future plans. This decision will impact them throughout their lives. Brown (2002) describes the process of choosing a career as one of estimating one's ability and values, estimating the skills and abilities required for success in a given occupation, and estimating the work values that will be satisfied by the various occupational alternatives available. The essence of who the student is will revolve around what the student wants to do with their life-long work (Borchert, 2002). Parents, teachers, the society and the government as a whole recognize the need for proper career guidance and development.

Ferry (2013) reports that career choices are pivotal points in adolescents' lives. So no matter if they are headed for work or for college, there are factors that affect their career decisions. Career development, for most people, is a lifelong process of engaging the work world through choosing among employment opportunities made available to them. Each individual undertaking the process is influenced by many factors, including the context in which they live, their personal aptitudes, and educational attainment (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001). Muraguri, (2011) states that an individual's choice of career is likely to be influenced by several factors including personal and cultural values, family background, career expectations and career guidance. Some also make career decisions by taking the path of least resistance—for example, following a career path advocated by their parents or following in the footsteps of an elder sibling (Carlos, 2009). According to Kerka (2000), career choice is influenced by multiple factors including personality, interests, self concept, cultural identity, globalization, socialization, role model, social support and available resources such as information and financial.

Several studies show that new students all over the world are usually faced with a dilemma in making a career choice decision in their lives (Issa and Nwalo 2008; Macgregor 2007; McMahon and Watson 2005, Cherian 1991;). In his study of career choice of Nigerian youths, Salami

(1999) found that many youths made wrong career choices due to ignorance, inexperience, peer pressure, advice from friends, parents and teachers, or as a result of prestige attached to certain jobs without adequate vocational guidance and career counseling. Therefore, the concept of career development involves the person's creation of a career pattern, decision-making style, integration of life roles, values expression, and life-roles self-concepts (Herr, Cramer, & Niles, 2004).

In the United States of America, some students choose to go through the Armed Services Vocational Aptitude Battery (ASVAB) test which is administered by the Department of Defense. The test is called an aptitude battery because it predicts one's ability to learn skills for different kinds of work. The ASVAB tests general academic areas such as reading, math, and science, plus technical areas such as mechanical comprehension and electronics information. No items on military topics are included. The battery is based on extensive research on the effectiveness of different types of tests for predicting success in a wide range of jobs (Izumi 2005).

Students require guidance in order to make the right career choices. McQuerrey (2007) states that positive or negative parental influence shapes one's career. Many children grow up idealizing the professions of their parents. If one looked up to their mother and admired her teaching skills that may influence one to pursue a career in education. Parents may also intentionally or unintentionally push a child toward a particular career path, especially in the cases of family-owned businesses, where parents expect their children to take over the company. Still other parents apply pressure on their offspring to strive for particular high-profile careers, feeling they are encouraging their children to reach high. Fisher and Griggs (1995) identified six factors that may affect the career planning and development of students: parental influence, the influence of friends or peers, teachers' influence, ethnic-gender expectations, high school academic experiences and self-efficacy and negative social events. The college years are a crucial time for career-related decision-making.

One consistent finding in research suggests that adolescents' own aspirations are influenced by their parent's aspirations or expectations. One such research was done in India where youth in Mumbai rated their fathers as having a more or most important influence for reasons ranging from being a source of inspiration, a role model who also provided practical career-related

experiences, to coercion (Bakshi, Gandhi, Shah, Maru 2012). Parental support and encouragement are important factors that have been found to influence career choice. Children may choose what their parents desire simply to please them (Taylor et al, 2004).Poole, Langan, Fox, Gavarella and Omodei (1991), found that children are influenced by their families work values, attitudes and behaviors and as a result parents are often the primary source of children's work values and attitudes. Wilson and Wilson 1992) found that college students and young adults cite parents as an important influence on their choice of career.

Ipaye (1986), Makinde and Alao (1987), Dukku (1988), Salawu and Bagudo (2000) have revealed in various ways that gender is a significant factor that influences career choice, and have found in their respective studies significant difference between males and females in their career choices. Secondary school students tend to understand that there are jobs for males and there are others for females. This perception is due to ineffective vocational guidance. These research findings indicate that gender has effect on vocational interest.

As students try to make career choice, they face problems of matching their career choices with their abilities and academic performance (Korir 2012). In most cases, the choice of careers, subjects, and courses of study and the subsequent career paths to follow are a nightmare for prospective undergraduate students (Issa and Nwalo 2008). Career choice is a complex decision for students since it determines the kind of profession that they intend to pursue in life.

According to Carlos (2009) understanding the reasons that lead to the choice of career is important because that decision establishes expectations for one's future and may affect one's satisfaction with the career.

1.1.1 Compassion International sponsorship program

Compassion International exists as a Christian child advocacy organization that releases children from spiritual, economic, social and physical poverty and enables them to become responsible, fulfilled Christian adults. Founded by the Rev. Everett Swanson in 1952, Compassion began providing Korean War orphans with food, shelter, education and health care, as well as Christian training. Today, Compassion helps more than 1.2 million children in 26 countries (Compassion Inter.Inc.2012).

Compassion partners with the local evangelical churches to identify needy children in their community. These children go through primary, secondary and later university education as they

get empowered in their social, economic, physical and spiritual lives. One of the core programs sponsored by Compassion is the Leadership Development Program which identifies and provides university level education as well as leadership training opportunities. The program nurtures the leadership skills of these outstanding youth through a rigorous extra-curricular program designed to expose them to various knowledge and skills development opportunities as they go through their university studies. They are mentored in their Christian life and instilled with a passion to serve that will transform their communities and nation. (Compassion Inter. Inc 2012).

Students selected for university sponsorship have distinguished themselves through spiritual service, academic excellence and leadership. Graduates are leaders in their countries, serving as doctors, lawyers, teachers, social workers and dozens of other professional careers. Currently, the program serves over 3000 students in 19 countries of which Kenya is one,(Hinckfoot, 2005). Since the inception of the program in Kenya in 2001, no study has ever been done to establish the factors that influence career choice among the sponsored students in Kenya.

1.2 Statement of the problem

Many Countries, Kenya included, spend a lot of resources in education. There should be a well thought out link between education and progression into careers and the world of work. Career choice has meaning in the context of employability demands in a knowledge economy. It is therefore very important to have an empirical understanding of the factors that influence students' choice of particular careers. Ignorance about one's career is not bliss and planning one's career is better than leaving it to chance or fate. Choosing a career is difficult and many students are unable to express any choice of career (Mwai, 2011).

A major turning point in adolescents' lives involves the career choice that they make while in high school. Frequently, it is viewed by family and community as a mere start to workplace readiness; however, this decision plays a major role in establishing youth in a career path that opens as well as closes opportunities, given the differences in the social and economic context of college-bound versus work-bound adolescents (Bluestein, Phillips, Davis, Finkelberg, &Roarke, 1997).

College students are faced with the need to choose an academic major as well as to develop career goals for the future (Guerra &Braungart-Rieker, 1999). Regardless of great effort put forth by families, government agencies and non-government agencies, many young people

encounter difficulties in the transition from the world of school to that of work (Atchoarena 2005; Nykanen, 2010). Waudu (2008) states that some students insist on studying courses where they clearly lack basic foundation in academic and attitude preparation. He further says that there are cases where students have enrolled in certain programs but later on discover they lack interest in the particular field, (Waudu, 2008).

Compassion Kenya sponsors 293 students in all the public universities in the country. After enrollment into the program, between 10 to 20 first year students change their course of study within the first two months of admission into the Universities. (Compassion Kenya LDP annual report 2012). This affects the implementation of the program owing to donor expectations and the sponsor relations (Compassion Kenya LDP annual report 2012). Some of the reasons cited by the students included lack of proper information on various careers, peer influence, decision by parents and Joint admission board decision on the choice of a course of study. Of concern is a total of 130 students currently pursuing Education and social sciences as their future careers. This number represents 44.4% of the total registered students. The management has keenly observed lack of diversified careers among sponsored students, (Compassion International Kenya, 2012). The ministry of Education (2012), reports that in Kenya today, it is possible and common to see an individual employed in an area that is neither in line with their professional training nor with their career interests. This is primarily because people go for what is available rather than what is in line with their personal interests, values, abilities and skills. The ministry of Education further states that many also lack the ability to re-orient their interests to the available training and employment opportunities. This situation results in job frustrations and low job satisfaction. This is characterized by low work morale and reduced productivity which inevitably has far reaching social and economic consequences.

Despite the challenges associated with career choice among students sponsored by Compassion International in Kenya, no study has ever been done to investigate the factors that influence career choice among these students. This study sought to investigate the factors that influence career choice among undergraduate students in public universities in Kenya with a focus on the sponsored students of Compassion International Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate the factors that influence career choice among undergraduate students in public universities in Kenya with a focus on the sponsored students of Compassion International Kenya.

1.4 Objectives of the study

This study was guided by the following objectives:

1. To assess how family factors influence career choice among Compassion International sponsored undergraduate students in public universities.
2. To examine the influence of peers on career choice among Compassion International sponsored undergraduate students in public universities.
3. To establish the influence of role models on career choice among Compassion International sponsored undergraduate students in public universities.
4. To determine how gender influences career choice among Compassion International sponsored undergraduate students in public universities.

1.5 Research questions

The research sought to answer the following research questions:-

1. How do family factors influence career choice among Compassion International sponsored undergraduate students in public universities?
2. What is the influence of peers on career choice among Compassion International sponsored undergraduate students in public universities?
3. How do role models influence career choice among Compassion International sponsored undergraduate students in public universities?
4. How does gender influence career choice among Compassion International sponsored undergraduate students in public universities?

1.6 Significance of the study

The universities globally will utilize the results of this study to form a basis for proper information and training during university open days before students join the higher institutions of learning. The results of this study will be of significance to the Government of Kenya as it

will unearth the factors that influence students to choose specific careers therefore forming a basis for proper information, education and communication among the youth in Kenya. This research will benefit Nongovernmental organizations that fund youth programs as this will necessitate capacity building among the youth and their significant others. Scholars and academicians will find the results of this study helpful as it will form a basis for further research. The results of this study will be of significant importance to the management of Compassion International Kenya as this will determine the intervention strategies that can be put in place in order to ensure that sponsored youth make informed decisions regarding their career.

1.7 Scope of the study

This study targeted students sponsored by Compassion International and who are admitted into Public Universities in Kenya. The sponsored students are a representative of students who join the higher Institutions of learning in Kenya and hence the results will be representative.

The scope of this study was also limited to specific variables of the study that influence career choice among undergraduate students sponsored by compassion International. These variables are: Parental influence, Peer influence, role models and gender influence on career choice.

1.8 Limitations of the study

According to Mugenda and Mugenda (2003), a limitation is some aspect of the study that the researcher knows may negatively affect the results of generalizability of the results, but over which he/she has no control. Some of the limitations of this study included the influence of socialization process and stereotyping by the respondents. This was overcome by reassuring the respondents of confidentiality of the information.

1.9 Basic Assumptions of the study

This study assumed that:-

- i. Government policies regarding admission of students in the universities remain constant.
- ii. The respondents would have good understanding of the factors that influence their career choice

1.10 Definitions of significant terms used in this study

- Career** : This is a profession that involves special training or formal education. It is an individuals' journey through learning and working.
- Career choice** : Selection of a course of study which leads to a specific profession according to one's interest, passion and ability as influenced by factors such as parental factors, peers, role models and gender.
- Child development workers:** Employees of the programs funded by Compassion International Kenya and who are entrusted with implementation of youth programs.
- Factors influencing career:** These are aspects that control the decision on a student's career
- Gender** : These are socially constructed and culturally variable roles that men and women play in their daily lives that distinguish between male and female.
- Peer influence** : Persuasion of friends to make a choice regarding a specific career
- Stereotype** : Belief that students hold about careers perceived to be masculine or feminine.
- Public universities:** Institutions of higher learning that are owned and supported by the government of Kenya.
- Role models** : people who have had great influence in the lives of the students- such as high school teachers and child development workers

1.11 Organization of the study

The study is organized into five chapters. Chapter one consists of the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope of the study, basic assumptions, limitation of the study and definition of significant terms.

The second chapter reviews related literature on factors that influence career choice among students which include family factors, peers, role models and gender. A conceptual framework is also presented. Chapter three details research methodology that was adopted for the study. It

outlines research design, target population, sampling procedures, research instruments, validity and reliability of instruments, data collection procedures and data analysis techniques.

The fourth chapter presents detailed analysis of the research, data presentation, interpretation and discussion of collected data. The fifth chapter gives a summary of findings, conclusion, recommendations and suggested areas for further research

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews available literature on factors that influence career choice among students giving analysis and case scenarios from the global, regional and local contexts. The chapter gives an overview of the variables and their influence on career choice. The chapter further presents a conceptual framework reflecting the relationship between the identified dependent and independent variables.

2.2 Influence of family factors on career choice

Parents are the primary authority in influencing sex role, socialization, providing social skills training, promoting character development and developing a sense of responsibility. According to Kniveton (2004), the family can provide information and guidance directly or indirectly, to influence a young person's career choice. For example, parents offer appropriate support for certain occupational choices which tend to follow their own (Small and McClean 2002). Parents' expectation and support are important factors in influencing career decisions, maturation and future educational/occupational attainment (Guerra and Braungart-Rieker, 1999).

Parents can have an influence on their child's career development by positively reinforcing or punishing certain behaviors that can encourage or discourage certain interests or abilities (Mitchell & Krumboltz, 1990). Siblings can be a source of challenge and competition and a basis for comparison of abilities, thus providing a context for identity formation (Altman 1997).

According to Oyamo and Amoth (2008), studies in Kenya show that rural students tend to seek help from parents more than urban students and that parents more than teachers play a major role in the career choice of students. In a research conducted by Bezzina (2001, cited in Cassar and Cutajar, 2004) "parents perceive that their influence is important, and they make it a point to exert their influence in one way or another".

Other research has examined intervention methods in career development that involve parents in order to assess the effectiveness of family involvement in career planning. Palmer and Cochran (1988) empirically tested the effectiveness of a program focused on career development with

both parents and adolescents. The results from the study concluded that parents do function effectively in fostering the career development of their children when provided with a structured program to follow.

When young adults move away from home (for college or for work), their family will likely still have a strong influence upon them on two significant life events—marriage and their career (Larson, 1995). Although schools, peers, and the student's community all have an impact on the young adult's self-identity and career choice, the parent's expectations and perceptions of vocational fit for their children have been found to be the key roles in shaping their career choices (Ferry, 2006). In one study (Creamer & Laughlin, 2005), this influence has been so strong as to override the influence of teachers, faculty, and career counselors, who likely know more about the career field in question but were not as well-known and/or trusted as the student's parents for this type of decision. The young adult's understanding of his or her parent's expectations will influence their own career decisions, depending on whether the adolescent feels the need to go along with their parent's views or to rebel against them (Mau, Hitchcock, & Calvert, 1998; Penic & Jepsen, 1992).

When Middleton and Loughead (1993) examined how parents were influencing their children, they classified parents into three main categories: positive involvement; non-involvement; and negative involvement. Parents, who were positively involved with their children's career development and career choice, were enthusiastic about their children's career exploration and were emotionally and/or verbally supportive of the young adult's individual goals. Non-supportive parents, on the other hand, were —unaware of what to do, how to help, or that their involvement is desired at all according to Middleton and Loughead (1993). A negatively involved parent was in a much more precarious situation where the adolescent felt anxiety or resentment, regarding career decisions based on parental attitudes. Parents in this category may have overtly pressured their son or daughter to focus on a particular career path which went against what the child believed was best for themselves.

Research shows that parents and caregivers influence children's career choices (Muthukrishna and Sokoya 2008) with the mother being the most influential person the adolescent talks to

concerning career choice (Otto 2000). Mothers were cited as particularly influential because they provided support that eased the children's apprehensions about careers (Hairston 2000).

Parental attachment can provide a secure base for children to explore and engage in developmental behaviors (Hazan & Shaver, 1994). Blustein, Prezioso, and Schultheiss (1995) suggested that attachment relationships significantly influence an individual's career exploration in that insecure relationships fail to provide a dependable base from which individuals can explore career options without fear or anxiety. Blustein, Walbridge, Friedlander, and Palladino (1991) found that young adults who had strong attachment relationships with their parents were more likely to engage in career exploration and more likely to pursue satisfying careers.

The family is a place in which children learn to interpret reality (Way and Rossmann 1996). Parents serve as significant interpreters for children of information about the world and children's abilities (Hall, Kelly, Hansen, and Gutwein 1996). Most individuals are introduced to work and family roles as children by observing their parents. Attachment to parents may continue to have a profound impact on multiple life roles as individuals become adults.

While all parents want the best for their children, there is always the danger of them trying to "live their dreams" through their children. On the one hand, children may be subconsciously influenced to tread the same professional paths as their parents, keeping the trade in the family. Children may be discouraged from exploring and considering other non-traditional career paths, even if their natural abilities and talents are more in agreement with a different professional or career life than that of their parents. On the other hand, parents may also become overly-involved in career decisions because they want their children to be more content in a career than they are in their own jobs. Children may begin to identify and accept their parents' views and neglect to challenge them or assess their validity, with negative consequences on their own career choices (Dharsee 2009).

Trusty (1996) found that high parental involvement, including an active interest in children's school subjects, homework, grades, activities, emotional well-being and future aspirations, predict positive attitudes towards school and the future, better grades and better career decision making skills. Middleton and Loughead (1993) found out that active parental involvement in children's career development has contributed to children's ability to individualize and follow their own career aspirations later in life.

Interactions between parents and children and among siblings are a powerful influence. Interactions can include positive behaviors such as showing support and interest and communicating openly, or negative behaviors such as pushing and controlling (Way and Rossmann 1996). By sharing workplace stories, expressing concern for children's future, and modeling work behaviors, parents serve as a context for interpreting the realities of work. Parent-child connectedness facilitates risk taking and exploration, which are needed for identity formation in general as well as for the formation of vocational identity (Blustein 1997).

2.3 Influence of peers on career choice

Supportive friends or peers have a crucial influence on the career planning of students and making key life decisions (Farmer, 2001; Felsman & Blustein, 1999). Students' career planning is not only influenced by the overall supportive mindset of their peers but also by the opportunity to learn from them (Fisher & Griggs, 1995). The ability of peers to influence the behaviors and attitudes of the adolescents is magnified when adolescents perceive that their parental relationship is negative or deficient in support and guidance Middleton and Loughead (1993).

Stuart (2000) contends that peers' attitude toward gender and ethnicity may increase or decrease a person's confidence in pursuing a career. He further noted that adolescents are easily influenced by their peers because they rely on their friends to provide validation of the choices that they make including career decisions. A study by Berndt (1990) indicated that the best friend exerts strong influence on individuals and their choices. The finding led him to conclude that peer influence leads to an increase in friends' similarity of decisions. Issa and Nwalo (2008) however concluded that although boys and girls are positively influenced in equal measure by their friends' interest in computer science, boys seem not to be affected negatively by their friends' lack of interest in the discipline.

Youth gain information concerning planning for future careers from a variety of sources including parents, teachers, and peers (Montgomery, Miville, Winter, Jeffries & Baysden, 2000). Youth who perceive their parents, teachers and peers as supportive are more likely to consider work as an important part of their lives, to seek leadership positions in their chosen field and to expect that they will be successful in their chosen careers (Kenny, Blustein, Chaves, Grossman & Gallagher, 2003).

Salami (1999) found out that in Nigeria, many youths go into unsuitable careers due to a number of factors among them being peer pressure and advice from friends. Consequently, many of them are unsuited for their careers as they usually find themselves in jobs where they could not satisfy their value needs. When this occurs, they constitute nuisance to themselves and their employers. They are usually unable to contribute meaningfully to the society and ultimately become liability to the nation.

Felsman and Blustein (1999) examined the role of peer relationships in career development in individuals from age 17 to 22 and found that attachment to peers was positively associated with environmental exploration and progress in committing to career choices. Felsman and Blustein proposed that the development of close peer relationships is an important part of engaging in healthy separation from one's family. They suggested that, as adolescents slowly detach themselves from the security provided by their parent(s) and seek to develop close peer relationships, they may develop a sense of security needed to engage in career exploration and decision making.

In his study on factors influencing career choice among female engineering students, Giddens (1993) argues that "peer-group socialization tends to play a major part in reinforcing and further shaping gender identity throughout a child's school career." Therefore, peer pressure should not be ruled out as a factor influencing female students. Friends provide emotional resources; relevant role modeling, career decisions and post-secondary attainment (Moore & Boldero, 1991). A research by Paa and McWhirter (2000) studied the extent to which peer pressures have on high school students' career choices. They reported that peers and parental influence do significantly influence the students' eventual choice, especially in circumstances when the specifics of the course program are not familiar to them.

Winfield and Royster (1991) reported that peers do directly influence the future career aspirations and other future plans of students. Wentzel (1991) and Trusty (1996) found that high parental and peer involvement can have a direct and positive influence on achievement and career choice. Wentzel (1991) observed that having friends who serve as academic and social resources can have a direct and positive influence on achievement outcomes in school and career plans for the future. In addition Zellman and Quigley (1999) showed that many peer groups shared the same academic and career orientation characterized by high academic standards and career plans for the future.

2.4 Influence of role models on career choice

Role models have been defined as people whose lives and activities influence another person in some way (Basoc & Howe, 1980). According to Gibson and Cordova (1999), the early role models for individuals are normally their parents and then later it is usually someone who comes from a wider arena', meaning one who sometimes is not known personally by the individuals.

Gibson and Cordova further observed that once children grow up and know other people and other environments then they will find people from multi and different backgrounds and professions whom they identify as their role models.

According to Bandura (2000), role models affect career choice directly and indirectly through their influence on self efficacy. Individuals tend to seek role models who are similar to them in some easily identifiable way, such as gender or race (Karunanayake & Nauta, 2004). Identification with role models is critical in the career decision-making. By identifying with an outstanding role model, individuals can become inspired to pursue similar achievements process (Gibson, 2004).

In a study by Perrone (2001) on role model influence on the career decisiveness of college students, it was found that role model supportiveness, and quality of relationship contributed to the career choice of students. The same study indicated that majority of the students selected same gender role models. Gibson (2004) noted that persons tended to identify with multiple role models, except in cases where there was limited availability. Fried and MacCleave (2009) while studying on the Influence of Role Models and Mentorship on female Graduate Students' Choice of Science as a Career found out that role models and mentors influenced students in distinct ways. Significant gender area-of-study and undergraduate country differences were found.

Empirical studies carried out by Hackett (1996) notes that career role models serve as contextual support that have a direct effect on career choice. Specifically role models may provide vicarious learning experiences that increase the likelihood of choosing a specific career. According to Brown D. (2000) exposure to role models through video or written materials increased student's likelihood of considering nontraditional careers. Betz (1996) noted the importance of role models and mentors in facilitating positive career development, particularly for women. Mere exposure to role models is not always sufficient. Role model supportiveness and relationship quality are key characteristics of role model influence on career factors (Nauta, Epperson, & Kahn,

1998). Research has shown a relationship between role model influence and a variety of career-related outcomes, including career maturity (Flouri & Buchanan, 2002), career aspirations (Nauta, Epperson, & Kahn, 1998), career indecision (Perrone, Zanardelli, Worthington, & Chartrand, 2002), career salience, attitudes toward nontraditional careers (Nauta & Kokaly, 2001), and career choice (DeSantis & Quimby, 2004).

Indeed, researchers found that students who had observed a successful role model in a specific career field were more likely to report a preference for pursuing that career and to believe that they would be successful in that occupation (Scherer, Brodzinski, & Wiebe, 1991). Yongo (2011) studied on the factors influencing career choices by girls in public schools in Migori. The study concluded that role models are increasingly seen as important for determining career choice. The results further revealed that there is limited awareness of credible role models. Blickenstaff (2005) found out that students also lack role models in some STEM areas especially those related to more specific engineering technology careers.

The influence of teachers, in the form of teachers' expectations of and support for students, has been recognized as an important factor affecting students' career planning. Teachers who articulate interest in students' career goals and serve as role models have been shown to be instrumental in influencing students' career choices (Farmer, 2001). Adolescents rank the influence of teachers on their career choices behind that of parents or peers (Paa & McWhirter, 2000). Fisher and Stafford (1999) found that teacher influence was among the strongest influences on the career planning of undergraduate students. Furthermore, Farmer (2001) emphasized that teachers who expressed an interest in their students' career plans were found to be important influences in their students' career choices.

2.5 Influence of gender on Career Choice

Gender is defined by Food and agriculture organization of United Nations (FAO) as 'the relations between men and women, both perceptual and material. Gender is not determined biologically, as a result of sexual characteristics of either women or men, but is constructed socially. It is a central organizing principle of societies, and often governs the processes of production and reproduction, consumption and distribution' (FAO, 1997). Gender relations refer to a complex system of personal and social relations of domination and power through which women and men are socially created and maintained and through which they gain access to

power and material resources or are allocated status within society (International Fund for Agricultural Development, 2000).

Career has become an intrinsic factor in global economic developments. However, a decision on the choice of a particular career suit to one's interest is complex and poorly understood (AlMiskry, Bakar, and Mohamed, 2009). People often select a job on the basis of experiences or exposures to the world of work. However, studies have shown that gender plays an important role in career choices. Male and female career choices are normally different because of the difference in their self-concepts (AlMiskry et al. 2009).

Many students may restrict their career choices to careers that are gender stereotyped (Eccles, 1991). According to Savickas and Lent (1994), it has been shown that females tend to score high in artistic, social and conventional occupations, while men are more likely to prefer realistic, investigative and enterprising occupations. Greenberger (2002) stated that boys are still being steered toward the traditional 'male' jobs, which are higher paying while girls are still expected to cluster into the traditional fields of cosmetology, childcare, and other similar jobs. Skills present in males and females alike have been indicative of their vocational interests. Boys are shaped and groomed into stereotypic masculine careers and are given more status in the family (Grant 2004). However, Carter and Wojtkiewicz (2000) argue that female children receive more attention from parents than male off springs. They attribute the parents' behavior to the current emphasis on educational attainment for females.

Mothers advising daughters that it's important to establish yourself in a career before you raise a family 'both constitutes and perpetuates particular gendered understandings between paid work and childrearing, (Medved & Brogan, 2006). These types of powerful messages, that start within the family, help lay the foundation of how young people will view their future career options, especially when the messages contain either overt or covert biases based on one's gender (Medved & Brogan, 2006). Such messages, communicated from adults to children, which focus on a person's ability due to their gender, may also increase or decrease a child's perception of his or her own skills or aptitude in certain areas (Kurtz-Costes, Rowley, Harris-Britt, & Woods, 2008).

Studies in the developed world reveal that under-representation of females in certain subjects and training programs has led to similar occupational under-representation, (Bender 1994). Palmer (2005) observed the reduction in the numbers and caliber of students seeking admissions into engineering education in Australia. Despite advances in other professional fields in recent decades, women remain the minority in science, technology, engineering, and mathematics (STEM) careers, comprising only 22% of these fields in 2005 (Statistics Canada, 2006). One issue is that girls in high school find engineering or technology boring or not attractive for a career (Kekelis, Countryman, Heber & Ancheta, 2006; Thomas, 2004). According to American Association of university women (AAUW 1992), women in the U.S constituted only about 20 percent of engineering majors and were holding only 9 percent of engineering jobs.

Gomez-Mejia, Balkin and Cardy (2001) reported that the first major US government study of the glass ceiling conducted in 1991 revealed that women and minorities were held back not only from top executive positions but also from lower level management positions and directorships. Gomez-Mejia et al. (2001) also reported that the study had revealed that women and minorities were frequently excluded from informal career development activities such as networking, mentoring, and participation in policy-making committees. In another study by Hensley (2002) on the Influence of Gender Role and Gender Stereotyping on the Career Choice and Career Commitment of Adolescents, the results showed association of high gender stereotyping with traditionally male career choice in male subjects.

A number of studies carried out in African countries have provided data that illustrates the gross under representation of females in Science subjects and careers (FAWE, 1997). At a conference organized by the Federation of African Women Educationists (FAWE), it was acknowledged that in many African states, girls are still restricted to studying what is perceived to be “soft option” Subjects, which has limited their access to scientific and technical disciplines in institutions of higher learning (Ramani, 2004). Part of this perspective may come from the routine socialization of women who are constantly and consistently exposed to messages that her life should revolve around caring for a family and her career plans are secondary (Cook, Heppner, & O’Brien, 2002).

In Kenya, it was reported at a workshop organized by Kenyatta University and the World Bank, on gender mainstreaming in public universities, that although gender disparities in students' enrolment exist at all levels of higher education, they are particularly wide at higher degree levels especially in sciences, with special reference to mathematics and technical disciplines. It was also reported that women academicians are concentrated in what is perceived as traditional female social science and education disciplines (Ramani, 2004).

Obura and Odongo (2012) sought to determine the career each male and female secondary school student in Kisumu Municipality aspires for. Findings of the study indicated that there was gender disparity in career aspirations of secondary school students in Kisumu Municipality. The relationship between students' career aspirations and their gender was found to be statistically significant. Enrolment in courses leading to certain careers like engineering, architecture and technology in Kenya, revealed that female students were underrepresented in these courses. Males dominated in most courses except in education, home economics, nursing and secretarial studies.

2.6 Conceptual framework

Figure 1 shows various factors that influence career choice among undergraduate students sponsored by Compassion International. The Independent variables include family factors, peer influence, role models and gender factors. The dependent variable is career choice.

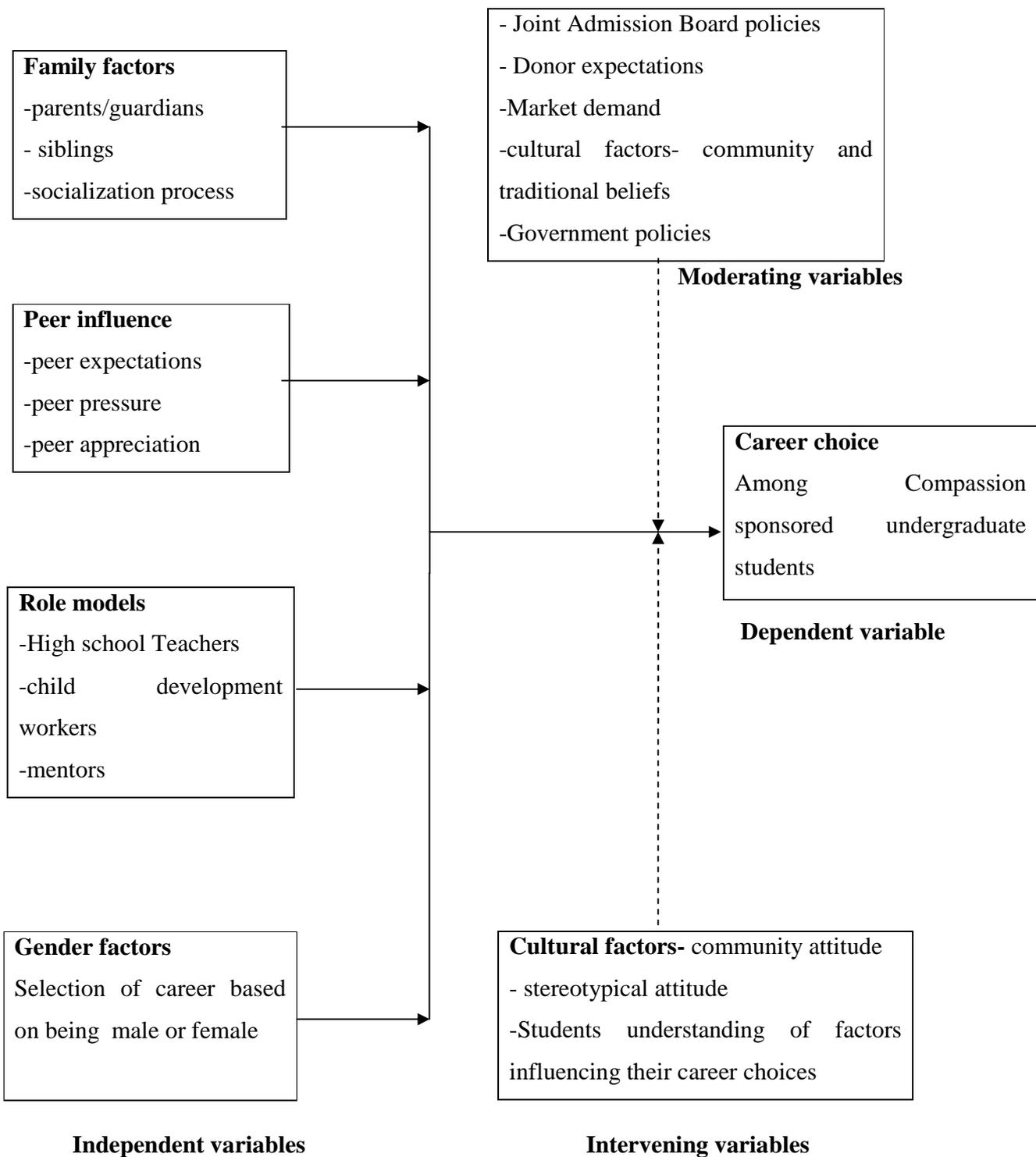


Figure 1: Conceptual framework

The framework shows that parents influence career choice of their children during their day to day interaction and through socialization process. Other family factors include siblings and relatives. Peer influence also plays a role in influencing one's career. This happens through peer expectation, pressure and peer appreciation. Role models such as teachers, child development workers and mentors also influence the choice of career for the students they teach and mentor. Students also base their choice of career on gender factors where female students choose nontraditional careers while male students choose technical careers.

2.7 Summary of Literature Review

The reviewed literature above on the influence of family on career choice has revealed that parents and caregivers have a major influence on children's career choices. Parents may become overly-involved in career decisions because they want their children to be more content in a career than they are in their own jobs. Studies above have revealed that parents give encouragement, responsiveness approval and financial support in matters concerned with the career plans of their children. Krau (2009) contends that the family structure and parental authority are being eroded, leading to diminished family influence on children in respect to values, boundaries, education and morality. Instead, he claims, the family is being replaced by the "Internet society. The results of this study reveals that family is still a major factor that influences career choice among undergraduate students despite the argument by Krau above.

The Literature reviewed on peer influence on career choice among students has revealed that supportive friends or peers have a crucial influence on the career planning of students and making key life decisions. The literature further noted that adolescents are easily influenced by their peers because they rely on their friends to provide validation of the choices that they make including career decisions. Despite the fact that much has been written about peer influence on career choice, the literature, however, revealed that very little empirical studies on this subject matter exist especially regarding the sponsored students who easily identify with each other, having come from similar backgrounds, and they often influence each other in many aspects including career choice. This study serves to fill up the missing gap in this aspect of the literature.

The literature reviewed on the influence of role models on career choice revealed that role models affect career choice directly and indirectly through their influence on self efficacy. By identifying with an outstanding role model, individuals can become inspired to pursue similar achievements process. Specifically role models may provide vicarious learning experiences that increase the likelihood of choosing a specific career. The reviewed literature found that teacher influence was among the strongest influences on the career planning of undergraduate students. Role models have a great influence on career choice of young people. However, very little literature has been done regarding specific role models that are unique to sponsored students such as child development workers. This study serves to fill up the missing gap in this aspect of the literature.

The reviewed literature above shows that gender plays a significant role in the choice of career. The literature further revealed that Male and female career choices are normally different because of the difference in their self-concepts and that many students restrict their career choices to careers that are gender stereotyped. The MoE has periodically produced career books to support learners in the career development process, (ministry of Education 2012). The expectation is that factors such as gender stereotyping can easily be eliminated through career counselling. This research study targets undergraduate students sponsored by Compassion International from all public universities and hence it would be important to reveal through this study if gender is a factor that influences career choice among undergraduate students. It would therefore be important to carry out this study in order to add to the already existing knowledge on career choice especially among undergraduate sponsored students. Despite the efforts put in by the government and other stakeholders to support students regarding career choice, this research revealed that gender is still a factor that influences career choice among students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology which was used by the researcher in this study. This included the research design, the target population, sampling procedures, description of the research instrument, validity and reliability of the instrument, data collection method and data analysis procedures.

3.2 Research design

This study adopted a census survey design. This design was appropriate in describing the students' perception and attitudes on the influence of parents, role models, peer and gender on career choice.

3.3 Target population

The target population of this study was 295 respondents. This population included 293 undergraduate students sponsored by Compassion International together with two staff who work in the sponsorship program.

Table 3.1 shows the target population and the distribution of the population in various universities. 2 members of staff are also included in the distribution.

Table 3.1: Target population

UNIVERSITY	TOTAL SPONSORED STUDENTS
Kenyatta University	98
Moi University	48
University of Nairobi	45
Egerton University	17
Chuka University	7
Jomo Kenyatta University of Agriculture and Technology	22
Masinde Muliro University of science and Technology	32
Maseno University	24
Compassion Int. staff who work in the sponsorship program	2
Total	295

Source: Compassion International Kenya 2012

3.4 Sample size and sampling procedure

This study was a census of university students sponsored by Compassion International Kenya and therefore no attempt was done at sampling the students. According to Mugenda and Mugenda (2003), when the target population is small, taking the whole population would be advisable. Morris (2008) further says that when the population size is less than 300, the researcher can survey the entire population. In this study, the researcher surveyed the total population of 295.

3.5 Research instruments

The researcher used questionnaires to collect primary data. The researcher also used an interview guide to the two staff who work in the sponsorship program.

3.5.1 Questionnaire

The researcher used questionnaires as an instrument of data collection. The questionnaires had both closed and open ended items. The open- ended items permitted a greater depth of response. The closed items captured personal details and attitude scales.

The questionnaire was structured into 3 sections. Section A gave the general information of the respondents. Section B addressed specific objective of the study which included parental, peer, role models and gender influence on career choices. Section C provided the respondents with an opportunity to share any information relevant to the study that was not covered in the previous sections.

3.5.2 Interview guide

This was used to collect data from the two staff who work in the sponsorship program. An interview guide was preferred as a device for data collection because it provided flexibility and the ability to probe and clarify responses, it notes non verbal as well as verbal behaviors and provides high response rate (Mcmillan and Schumacher, 2001). An interview guide was used in the study because it allowed direct interaction with the respondents and the collection of in depth information that a questionnaire was not able to gather. The interview guide was structured into 2 sections. Sections A provided general information of the interviewees. Section B gave information relevant to the study and related to the specific objectives.

3.6 Validity of the research instrument

Kothari (2004) defines validity as the degree to which an instrument measures what it is supposed to measure. He further says that its determination is purely judgmental and can be done by using a panel of persons who shall judge how well the instrument meets the standard. In this study, validity was observed by having the instrument reviewed by the university supervisor whose recommendations will be used to review the instrument. Kasomo (2007) further says that validity applies to how representative of the total defined domain that instrument is and whether it contains adequate traits expected to measure that domain. In this study, all the four objectives were included in the research instrument. Simple language was used in the research instrument in order to ensure that the respondents fully understood the content. The researcher followed up with the students via email to clarify any issue of uncertainty.

3.7 Reliability of the research Instruments

Ogula (1998) defines reliability as the extent to which a research instrument yields measures that are consistent each time it is administered to the same individuals. The researcher used the split half method in assessing reliability of the instrument. Reliability coefficient was calculated using the Spearman-Brown prophesy formula as below:-

$$\text{Reliability of scores on total test} = \frac{2 \times \text{reliability for } \frac{1}{2} \text{ test}}{1 + \text{reliability for } \frac{1}{2} \text{ tests}}$$

The spearman's rank correlation coefficient of 0.7 was obtained which meant that the instrument was 70% reliable. Therefore the research instrument was suitable to answer the questions of the study.

3.8 Data collection procedure

The researcher sent a request letter to the management of Compassion International informing them on the intent to carry out the study. Permission was granted and the researcher obtained the email and telephone contacts of the students. The researcher then contacted the respondents on email and informed them about the research study. The email contained the questionnaire with an explanation and an assurance of confidentiality of the information that would be given and the date by which they were expected to respond. The researcher did follow up mails and short

messages to remind the respondents about the study. The researcher then interviewed the two staff using the interview guide.

3.9 Data analysis

Questionnaires filled by the respondents were edited for completeness and consistency. The data was checked for coding errors and omissions. The coded data was processed using statistical package for social science (SPSS) and analyzed using descriptive statistics such as mean, mode percentages, average mean and standard deviation. The researcher further organized the raw data into categories according to research questions and established expected theme categories for qualitative data. The results were then presented in tables.

3.10 Ethical considerations

The researcher obtained permission from the management of Compassion International in order to be permitted to carry out this research. The researcher also observed confidentiality of the information in the questionnaire from the respondents.

3.11 Operationalization of variables

These are the variables and measuring indicators used in the research project as illustrated in Table 3.2

Table 3.2 Operationalization of Variables

Research objective	Type of variables	Indicators	Measurement	Measurement scale	Data collection Method	Analysis tools
1. To assess how family factors influence career choice among Compassion International sponsored undergraduate students in public universities.	Independent Family factors	-Identification of parents or relatives as a source of career information -Identification with parents' or sibling's career	Career choice based on: - parent's advice - sibling's advice - sibling's career - family member's career	Ordinal	Survey method	Mean, mode, standard deviation, average mean, percentages and correlation
	Dependent -Career choice	-accurate information on career choice	-Diversified career choice such as Engineering, teaching, nursing	Ordinal	Survey method and Interview guide	Mean, mode, standard deviation, average mean, percentages and correlation
2. To examine the influence of peers on career choice among Compassion International sponsored undergraduate students in public universities.	Independent -Peer influence	-Identification of friends as a source of career information	career choice based on:- -peer advice - same career choice as peer - mentorship by peer	Ordinal	Survey method	Mean, mode, standard deviation, average mean, percentages and correlation

<p>3. To establish the influence of role models (teachers and child development workers) on career choice among Compassion International sponsored undergraduate students in public universities.</p>	<p>Independent Role models</p>	<p>-identification with role models as source of career information</p>	<p>Career choice as influenced by: -Child development workers - Former high school teachers - mentors - significant others</p>	<p>Ordinal</p>	<p>Survey method</p>	<p>Mean, mode, standard deviation, average mean, percentages and correlation</p>
<p>4. To determine how gender influences career choice among Compassion International sponsored undergraduate students in public universities.</p>	<p>Independent Gender</p>	<p>Choice of career based on gender such as sciences for male and Arts for female.</p>	<p>Career choice based on:- -Culture and traditions -being male or female -societal expectations</p>	<p>Ordinal</p>	<p>Survey method</p>	<p>Mean, mode, standard deviation, average mean, percentages and correlation</p>

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis on the factors influencing career choice among undergraduate students in public universities in Kenya with a focus on the sponsored students of Compassion International Kenya. Data collected was analyzed using frequencies, percentages, mean, standard deviation and correlation.

4.2 Response Rate

The total population targeted by the study was 295 respondents. Out of these respondents, 2 were Compassion International staff members who responded by use of an interview schedule while 293 were under graduate students. However, 284 out of 293 target respondents among students filled in and returned the questionnaire contributing to 97% response rate. The follow up done through emails and telephone messages offers an explanation for the good response rate obtained. This conformed to Mugenda and Mugenda (2003) who recommended that for simplification a response rate of 50% is sufficient for scrutiny and exposure, 60% is good and a response rate of 70% and over is excellent.

Table 4.1: Response Rate

Description	Frequency	Percentage (%)
Returned questionnaires	284	97
Unreturned questionnaires	9	3
Total	293	100.0

Table 4.1 shows the response rate of 97%. The 9 students (3%) questionnaires that were not returned were due to rationale like; the respondents were not accessible to fill them in time. The response rate demonstrates willingness of the respondents' to take part in the survey.

Table 4.2: Respondents by gender

Description	Frequency	Percentage (%)
Male	170	59.9
Female	114	40.1
Total	284	100.0

Table 4.2 shows gender distribution among the respondents who took part in the survey. 59.9% were male while their female counterparts were 40.1%. The findings suggest a gender imparity between the two sexes which can be attributed purely to more boys joining the university than girls.

Table 4.3: Year of Study

Year of study	Frequency	Percentage
1 st Year	86	30.3
2 nd year	80	28.2
3 rd year	63	22.2
4 th year	53	18.6
5 th year	2	0.7
Total	284	100.0

Table 4.3 depicts year of study currently being undertaken by the respondents. From the table 30.3%) are in their 1st Year followed by those in the 2nd and 3rd year having 28.2% and 22.2% respectively. 4th year respondents were 18.6% while it is also significant to note that those in the 5th year made the least response (0.7%). This difference in response rate per year of study is attributed to number of students enrolled by Compassion International per year.

Table 4.4: Career choice by gender

Career Choice	Male	Female
Law	2	2
Education	40	42
Information Technology	10	1
Entrepreneurship	5	1
Medicine	6	4
Engineering	13	0
Agriculture	2	0
Biotechnology	7	3
Architecture	1	0
Psychology/social work	8	7
Finance	35	27
Nutrition	0	2
Journalism	8	5
Designers	1	0
Public Relations	2	0
Political/environmental Scientist	8	5
Economics	7	4
Tourism	0	1
Marketing	2	2
Environment	1	3

Table 4.4 shows an analysis of gender and the various careers that are being pursued by the respondents currently. There is fair distribution between the sexes with regards to careers like law, teaching, marketing, and social work while on the other hand there is unfair distribution of sexes in careers such as information technology where more males are pursuing it than females and the same applies to careers such as: biotechnology, medicine, architecture, finance, health, Agriculture, economics and Engineering where it is significant to note that among the female respondents, none is pursuing an engineering course. This is supported by the literature review

that revealed women are a minority in Science, technology, engineering and mathematics, (Statistics Canada, 2006).

4.3 Factors Influencing career choice among undergraduate students of Compassion International

The rest of the chapter will address variables that affect career choice among sponsored undergraduate students of Compassion International.

4.3.1 Family factors influencing career choice

The respondents were asked to give their opinion on the extent to which family factors influence their career choice. The findings are shown in Table 4.5.

Table 4.5: Family Factors Influencing Career Choice

Description	Not At All	Low Extent	Moderate Extent	Great Extent	Very Great Extent	Mean	STD DEV	Percent (%)
Parent's career	209	30	24	14	7	1.5	1.0	16
Uncle/auntie's advice	154	41	51	22	16	2.0	1.2	22
Parent's advice	109	48	62	42	23	2.4	1.3	25
Sibling's advice	147	42	51	28	15	2.0	1.3	22
Sibling's career	220	27	25	6	5	1.4	0.9	15
Average Score	167.8	37.6	42.6	22.4	13.2	1.86	1.14	100

Tables 4.5 show findings regarding the family factors influencing career choices among the respondents. Most of the respondents suggested that their career choice was influenced by the advice of their parents having the highest mean of 2.4 (1.3) while uncles/auntie's and siblings advice were second having both means of 2.0 and standard deviations of 1.2 and 1.3 respectively. Parent's career and sibling's careers had the least means of 1.5 (1.0) and 1.4 (0.9) respectively.

Table 4.5 shows that 25% of the respondents felt that parent's advice had an influence on their career choice. This means that 75% of the respondents did not feel that parent's advice had an

influence on their career choice. Uncle/auntie's advice and sibling's advice were at an equal percentage of 22%, while parent's career and sibling's career were at 16% and 15% respectively.

Table 4.6 summarizes the correlation between career choice and the factors under family influence on career choice. The r-value indicates the strength and direction (+ or -) of the correlation. Bigger is better. The p-value is the probability that the researcher would see an r-value of this size just by chance. Smaller is better. $p \leq 0.05$ shows there is a correlation.

Table 4.6 Correlation between family influence and career choice

Indicator	Measure	Parent's career	Uncle/auntie's advice	Parent's advice	Sibling's advice	Pressure from family members
Parent's career	Pearson Correlation	1.000	0.361**	0.354**	0.248**	0.302**
	Significance		0.000	.000	.000	.000
Uncle/auntie's advice	Pearson Correlation	.361**	1.000	.311**	.178**	.111
	Significance	.000		.000	.003	.062
	N	284	284	284	283	283
Parent's advice	Pearson Correlation	.354**	.311**	1.000	.500**	.338**
	Significance	.000	.000		.000	.000
	N	284	284	284.000	283	283
Pressure from family members	Significance	.248**	.178**	.500**	1.000	0.288**
	N	283	283	283	283	283
Sibling's advice	Pearson Correlation	.302**	.111	.338**	.288**	1.000
	Significance	.000	.062	.000	.000	

Parents' career against the Uncle/auntie's advice, Parent's advice, Sibling's advice and Pressure from family members are at ($r=0.361^{**}$ $p=0.000$), ($r=0.354^{**}$, $p=0.000$), ($r=0.248^{**}$, $p=0.000$), ($r=0.302^{**}$ $p=0.000$). This means there is a positive correlation between career choice and parents' career, Uncle/auntie's advice, Parent's advice, Sibling's advice and Pressure from family members as the p values for all indicators are below 0.05.

Uncle/auntie's advice against the Uncle/auntie's advice, Parent's advice, Sibling's advice and Pressure from family members are at ($r=0.361^{**}$ $p=0.000$), ($r=0.354^{**}$, $p=0.000$), ($r=0.248^{**}$, $p=0.000$), ($r=0.302^{**}$ $p=0.000$). This means there is a positive correlation between the career choice and parents' career, uncle/auntie's advice, Parent's advice, Sibling's advice and Pressure from family members as the p values for all indicators are below 0.05.

The Uncle/auntie's advice against the Parent's advice, Sibling's advice and Pressure from family members shows there is a positive correlation between career choice and uncle/auntie's advice, Parent's advice, and sibling's advice as the p values for all indicators are below 0.05. The p value for pressure from family members is above 0.05 so we are not confident that there is a correlation between career choice and pressure from family members.

Parent's advice against the sibling's advice and pressure from family members shows there is there is a positive correlation between career choice and parent's advice, sibling's advice and pressure from family members as the p values for all indicators are below 0.05.

Sibling's advice against Pressure from family members shows there is a positive correlation between career choice and these two indicators as the p value is below 0.05.

4.3.2 Peer Influence on Career Choice

Table 4.7 shows an analysis of the responses regarding peer influence on career choice.

Table 4.7: Peer Influence on Career Choice

Description	Not At All	Low Extent	Moderate Extent	Great Extent	Very great Extent	Mean	STD DEV	Perce nt (%)
Same career as your peer	178	46	34	16	10	1.7	1.1	18
Friend's advice	76	79	83	35	11	2.4	1.1	26
Mentorship by your friend	65	48	84	58	29	2.8	1.3	31
Friend's approval of career choice	113	61	57	31	22	2.3	1.3	25
Average Score	108	58.5	64.5	35	18	2.3	1.2	100

Peer influence on career choice was also of interest to the study and Table 4.6 shows the outcomes: mentorship of the respondents by their friends had the highest mean of 2.8 (1.3) followed by friend's advice having a mean of 2.4 (1.1) and friend's approval of career choice having a mean of 2.3 (1.3). Same career as peer had the least mean of 1.7 (1.1).

Table 4.7 shows that 31% of the respondents felt that mentorship by their friend had an influence on their career choice. This means that 69% of the respondents did not feel that mentorship by their friend had an influence on their career choice. Friend's advice, friend's approval and same career as friend were at of 26%, 25% and 18% respectively

Table 4.8 summarizes the correlation between career choice and the factors under peer influences.

Table 4.8 Correlation between peer influence and career choice.

Indicator	Measure	Same career as your peer	friend's advice	mentorship by your friend	friend's approval of career choice
Same career as your peer	Pearson Correlation	1.000	.469**	.255**	.337**
	Significance		.000	.000	.000
	N	284	284	284	284
friend's advice	Pearson Correlation	.469**	1.000	.549**	.471**
	Significance	.000		.000	.000
	N	284	284.000	284	284
mentorship by your friend	Pearson Correlation	.255**	.549**	1.000	.449**
	Significance	.000	.000		.000
	N	284	284	284	284
friend's approval of career choice	Pearson Correlation	.337**	.471**	.449**	1.000
	Significance	.000	.000	.000	
	N	284	284	284	284

The same career as your peer against the friend's advice, mentorship by your friend and friend's approval of career choice shows that there is a positive correlation between career choice and these indicators as the p values are below 0.05.

Friend's advice against mentorship by a friend and friend's approval of career choice show that there is a positive correlation between career choice and these indicators as the p values are below 0.05. Mentorship by a friend and friend's approval of career choice shows that there is a positive correlation between career choice and these indicators as the p value is below 0.05.

4.3.3 Influence of Role Models on Career Choice

Table 4.9 shows an analysis of the responses regarding the influence of role models on career choice.

Table 4.9 Influence of Role Models on Career Choice

Description	Not at All	Low Extent	Moderate Extent	Great Extent	Very Great Extent	Mean	STD DEV	Percent (%)
High school teacher's advice	75	47	64	54	43	2.8	1.4	22
Compassion Child development worker's advice	52	49	66	66	50	3.0	1.4	23
Mentor's advice	46	40	55	68	74	3.3	1.4	27
Role models career	52	22	54	57	98	3.4	1.5	28
Average Score	56.3	39.5	59.8	61.3	66.3	3.1	1.4	100

Table 4.9 is an indication of the findings with respect to the influence of role models in the career choice of the respondents: the factor that had the major influence on the respondents was role model's career which had a mean of 3.4 (1.4) followed closely by mentor's advice having a mean of 3.3 (1.4). Compassion Kenya Child development worker's advice and high school teacher's advice had the least means of 3.0 (1.4) and 2.8 (1.4) respectively. It is also of significance to note that the standard deviation distribution is at 1.4 deviations from the mean in almost all the factors implying almost similar choices from the respondents.

Table 4.9 further shows that 28% of the respondents felt that role model's career had an influence on their career choice. This means that 72% of the respondents did not feel that role model career had an influence on their career choice. Mentor's advice, Compassion Child development worker's advice and High school teacher's advice were at of 27%, 23% and 22% respectively.

Table 4.10 summarizes the correlation between career choice and factors under role model influences.

Table 4.10 Correlation between role model's influence and career choice

Indicator	Measure	High school teacher's advice	Compassion child development worker's advice	Mentor's advice	Role model's career
High school teacher's advice	Pearson Correlation	1.000	.429**	.393**	.363**
	Significance		.000	.000	.000
	N	283.000	283	283	283
Compassion child development worker's advice	Pearson Correlation	.429**	1.000	.640**	.383**
	Significance	.000		.000	.000
	N	283	283.000	283	283
Mentor's advice	Pearson Correlation	.393**	.640**	1.000	.531**
	Significance	.000	.000		.000
	N	283	283	283.000	283
Role model's career	Pearson Correlation	.363**	.383**	.531**	1.000
	Significance	.000	.000	.000	
	N	283	283	283	283

High school teacher's advice against Compassion child development worker's advice, Mentor's advice and Role model's career shows that there is a positive correlation between career choice and these indicators as the p values are below 0.05.

Compassion child development worker's advice a, mentor's advice and role model's career shows that there is a positive correlation between career choice and these indicators as the p values are below 0.05.

Mentor's advice and Role model's career shows that there is a positive correlation between career choice and these indicators as the p value is below 0.05.

4.3.4 Gender Factors that influence career choice

The respondents were asked to state the influence of gender factors on their choice of career.

The findings are shown in Table 4.11.

Table 4.11: Gender Influence on Career Choice

Description	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	ST D	Percent (%)
STEM Careers	170	80	19	9	6	1.6	0.9	10
Being male or female	88	58	64	62	12	2.5	1.3	15
Family commitments	78	73	37	81	15	2.6	1.3	16
Women's performance	120	81	43	30	10	2.0	1.1	12
Men's skills	95	57	52	70	10	2.4	1.3	14
Male dominated occupations	66	56	40	100	22	2.8	1.3	18
Men's inclination to skills	96	56	51	68	13	2.5	1.3	15
Average Score	101.9	65.9	43.7	60	12.6	2.3	1.2	100

The factor of gender influence of the career of the respondents was of pivotal concern to the study and Table 4.11 depicts that male dominated occupations are viewed as superior to female dominated ones had the highest mean of 2.8 (1.3) followed by the factor stating that society expects women to prioritize caring for their family as opposed to advancing their career having a mean of 2.6 (1.3) while men being inclined by nature to be more skillful than women had a mean of 2.5 (1.3). The factors that had the least mean included women generally not performing well in technical professions having means of 1.6 (0.9) and 2.0 (1.1) respectively.

Table 4.11 shows that 18% of the respondents felt that male dominated occupations are viewed as superior to female ones in their influence on their career choice. This means that 82% of the respondents did not feel that male dominated occupations are viewed as superior to female ones in their influence on their career choice. Society expects women to prioritize caring for their family as opposed to advancing their career was at 16%, while being male or female and men

being inclined by nature to be more skillful than women were at an equal percentage of 15%. Men are naturally skilled in occupations that call for competitive and logical abilities; women do not perform well in technical professions and STEM careers were at 14%, 12% and 10% respectively.

Table 4.12 Careers considered masculine or feminine

Description	Frequency	Percentage (%)
Yes	57	20.1
No	227	79.9
Total	284	100.0

The research was keen to identify from the respondents if there are careers considered masculine or feminine. Majority (79.9%) stated that it was not so while 20.1% stated that it was so giving reasons such as: careers inclined towards men are technical ones and those that involve a lot of physical labor while those inclined towards women don't need a lot of technical knowledge such as nursing, social work and secretarial roles.

Table 4.13 Masculine or Feminine Consideration by Gender

Description	Frequency	Percentage
Female	18	31.6
Male	39	68.4
Total	57	100.0

The research analyzed the distribution of gender based on the respondents who stated that careers considerations are either feminine or masculine as shown in Table 4.13; majority who stated so were of the male gender (68.4%) while the female gender was 31.6%.

Table 4.14: Career Change

Description	Frequency	Percentage (%)
Yes	224	78.9
No	59	21.1
Total	284	100.0

The respondents in Table 4.14 were asked if they had been given another chance would they retain their current career lines and as shown, majority 78.9% stated they would retain their current career line while only 21.1% stated that they would change their current career lines due to factors such as some entered the careers because of their grades and no passion while others walked into career lines ignorant of what it entailed.

Table 4.15: Gender and Career Change

Description	Frequency	Percentage
Male	33	55.9
Female	26	44.1
Total	59	100.0

On the same line of thought with respect to change of career if given a second chance, the study sought to establish the distribution between the gender of the respondents as to those who would change careers and as shown in Table 4.15: majority (55.9%) who would change their careers if given another chance were male while the female gender formed the minority percentage (44.1%) who would change their career if given a second chance.

Table 4.16 summarizes the correlation between gender influence and career choice.

Table 4.16 Correlation between gender influence and career choice

Indicator	Measure	STEM careers	Being male or female	Family commitments	Women's performance	Men are naturally skilled	Male dominated occupations	Men being skillful
STEM careers	Pearson Correlation	1.000	.480**	.211**	.385**	.425**	.367**	.339**
	Significance		.000	.000	.000	.000	.000	.000
	N	284.000	284	284	284	284	284	284
Family commitments	Pearson Correlation	.211**	.378**	1.000	.279**	.273**	.433**	.311**
	Significance	.000	.000		.000	.000	.000	.000
	N	284	284	284.000	284	284	284	284
Womens' performance	Pearson Correlation	.385**	.391**	.279**	1.000	.410**	.421**	.460**
	Significance	.000	.000	.000		.000	.000	.000
	N	284	284	284	284.000	284	284	284
Men are naturally skilled	Pearson Correlation	.425**	.447**	.273**	.410**	1.000	.532**	.524**
	Significance	.000	.000	.000	.000		.000	.000
	N	284	284	284	284	284.000	284	284
Male dominated occupations	Pearson Correlation	.367**	.414**	.433**	.421**	.532**	1.000	.438**
	Significance	.000	.000	.000	.000	.000		.000
	N	284	284	284	284	284	284.000	284
Men being skillful	Pearson Correlation	.339**	.355**	.311**	.460**	.524**	.438**	1.000
	Significance	.000	.000	.000	.000	.000	.000	
	N	284	284	284	284	284	284.000	

In Table 4.16, STEM are male designed careers, being male or female contributing to career choice, women being perceived to prioritize their family as opposed to pursuing career, women do not perform well in technical professions, men are naturally skilled, male dominated occupations and men are inclined by nature to be more skillful than women shows that there is a positive correlation between career choice and all these indicators as the p values are below 0.05.

4.3.5 Interview schedule response

The two staff from Compassion International office responded well to the interview. Both have worked in the sponsorship program for more than 4 years. The response rate was 100%.

According to Eugene- a staff working with the students at Compassion sponsorship program-, “students face major challenges regarding student’s career choice. There is very little room for students to align their career choice with their gifts and talents because they have received very limited information on how one can align their gifting with a career. Students also lack exposure which tends to restrict their visions and choice of career”.

Regarding the factors that influence career choice, the response was that role models, cultural perceptions, sponsor engagement with the students, exposure and perceived future income play a vital role in influencing student’s career.

Regarding the challenges faced by the sponsorship program related to career choice, Yator, a staff working with the students in the sponsorship program said that:- “some students select careers that seem prestigious yet they do not have the ability to succeed in them. They struggle to meet the minimum pass mark. Some are even discontinued by the university yet they would do better in careers of their interest”.

The other challenge indicated was Indecision in terms of what a student wants to pursue in future. Students have very little exposure to the range of careers available and as such only choose careers that are common to them. Limitation of career choice by JAB was sighted as a challenge where students are assigned courses depending on their academic performance. This leads to students changing their course of study upon reporting to the university

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study was conducted to establish the factors which influence career choices among undergraduate students sponsored by Compassion International in Kenya. This chapter provides information on the discussion, conclusions, suggestions for further research and the recommendations of the study.

5.2 Summary of Findings

The findings on the factors influencing career choice were numerous and are shown in the following sections.

5.2.1 Influence of family factors on career choice among sponsored students

Table 4.5 presented the extent to which family factors that influence career choice. Most of the respondents suggested that their career choice was influenced by the advice of their parents having the highest mean of 2.4 while uncles/auntie's and siblings advice were second having both means of 2.0. Parent's and sibling's careers had the least mean of 1.5 and 1.4 respectively.

The study showed that 25% of the respondents felt that parent's advice had an influence on their career choice. This means that 75% of the respondents did not feel that parent's advice had an influence on their career choice. Uncle/auntie's advice and sibling's advice were at an equal percentage of 22%, while parent's career and sibling's career were at 16% and 15% respectively.

Table 4.6 presented the correlation between career choice and family factors under the study. Parent's advice against the Sibling's advice and Pressure from family members showed there is a positive correlation between career choice and parent's advice, sibling's advice and uncle/auntie's advice as the p values for all indicators are below 0.05.

5.2.2 Peer influence on career choice among sponsored students

Table 4.7 presented the findings of peer influence on career choice. Mentorship of the respondents by their friends had the highest mean of 2.8 followed by friend's advice having a

mean of 2.4 and friend's approval of career choice having a mean of 2.3. Same career as peer had the least mean of 1.7.

The study showed that 31% of the respondents felt that mentorship by their friend had an influence on their career choice. This means that 69% of the respondents did not feel that mentorship by their friend had an influence on their career choice. Friend's advice, friend's approval and same career as friend were at of 26%, 25% and 18% respectively

Table 4.8 presented the correlation between career choice and the factors under peer influence. The same career as your peer against the friend's advice, mentorship by a friend and friend's approval of career choice showed that there is a positive correlation between career choice and these indicators as the p values are below 0.05. Friend's advice against mentorship by a friend and friend's approval of career choice shows that there is a positive correlation between these indicators and career choice as the p values are below 0.05. Mentorship by a friend and friend's approval of career choice shows that there is a positive correlation between these indicators and career choice as the p value is below 0.05.

5.2.3 Influence of role model on career choice among sponsored students

Table 4.9 presented the findings on the extent to which role models influence career choice. Under role model's influence, the factor that had the major influence on the respondents was role model's career which had a mean of 3.4 followed closely by mentor's advice having a mean of 3.3. Compassion Kenya Child development worker's advice and high school teacher's advice had the least means of 3.0 and 2.8 respectively.

The study showed that 28% of the respondents felt that role model career had an influence on their career choice. This means that 72% of the respondents did not feel that role model career had an influence on their career choice. Mentor's advice, Compassion Child development worker's advice and High school teacher's advice were at of 27%, 23% and 22% respectively

Table 4.10 presented the correlation between career choice and role model factors. High school teacher's advice against the Compassion child development worker's advice, Mentor's advice and Role model's career shows that there is a positive correlation between career choice and these

indicators as the p values are below 0.05. Compassion child development worker's advice, mentor's advice, role model's career shows that there is a positive correlation between career choice and these indicators as the p values are below 0.05. Mentor's advice and Role model's career shows that there is a positive correlation between career choice and these indicators as the p value is below 0.05.

5.2.4 Gender influence on career choice among sponsored students

From the results presented in Table 4.11, male dominated occupations being viewed as superior to female dominated ones had the highest mean of 2.8 followed by the factor stating that society expects women to prioritize caring for their family as opposed to advancing their career having a mean of 2.6 while men being inclined by nature to be more skillful than women had a mean of 2.5. The factors that had the least mean included the cultural background of the respondents influencing their career choice and women generally not performing well technical professions having means of 1.6 and 2.0 respectively. The study was keen to identify from the respondents if there are careers considered masculine or feminine. Majority (79.9%) stated that it was not so while 20.1% stated that it was so. Majority who stated that there are careers considered feminine and masculine were of the male gender (68.4%) while the female gender was 31.6%.

The study showed that 18% of the respondents felt that male dominated occupations are viewed as superior to female ones in their influence on their career choice. This means that 82% of the respondents did not feel that male dominated occupations are viewed as superior to female ones in their influence on their career choice. Society expects women to prioritize caring for their family as opposed to advancing their career was at 16%, while being male or female and men being inclined by nature to be more skillful than women were at an equal percentage of 15%. Men are naturally skilled in occupations that call for competitive and logical abilities; women do not perform well in technical professions and STEM careers were at 14%, 12% and 10% respectively.

Table 4.16 presented the correlation between career choice and gender factors. Science, Technology, engineering and mathematics being perceived as male careers, being male or female contributing to career choice, women being perceived to prioritize their family as opposed to pursuing career, women do not perform well in technical professions, men are naturally skilled,

male dominated occupations and men are inclined by nature to be more skillful than women shows that there is a positive correlation between career choice and all these indicators as the p values are below 0.05.

5.3 Discussion of findings

This study is in line with Mitchell and Krumboltz (1990), who stated that parents can have an influence on their child's career development by positively reinforcing or punishing certain behaviors that can encourage or discourage certain interests or abilities. This therefore means that family members play a significant role in the choice of career of the young people. In this study, parental advice played a role in influencing career among the sponsored students. Following closely were uncle's and auntie's advice on career choice.

A study by Berndt (1990) indicated that the best friend exerts strong influence on individuals and their choices. The finding led him to conclude that peer influence leads to an increase in friends' similarity of decisions. The results of this study concur with this since mentorship of the respondents by their friends, friend's approval of career choice and friend's advice were proved to have a great influence on their choice of career.

This research is in line with Perrone (2001) on role model influence on the career decisiveness of college students, who found out that role model supportiveness, and quality of relationship contributed to the career choice of students. This study revealed that students tend to be influenced most by the role model's career, followed by the mentor's advice, compassion Kenya child development worker's advice and the least influence being high school teachers.

This study also revealed that gender factors play a role in influencing one's career. According to Savickas and Lent (1994), it has been shown that females tend to score high in artistic, social and conventional occupations, while men are more likely to prefer realistic, investigative and enterprising occupations. According to this study, more male students than female students pursue careers in engineering, biotechnology, architecture and economics. Majority of the respondents agreed to the fact that male dominated occupations are superior to women

dominated ones and that society expects women to prioritize caring for their family as opposed to advancing their career.

From the findings of this study, majority of the respondents (78.9%) admitted that they would consider selecting their earlier career choices again if they were given another chance to select. However, 21.1% of the respondents admitted they would consider other choices different from the career choices they were pursuing.

In addition to family factors, peer influence, influence of role models and gender, respondents indicated that other factors such as personal interest and passion, Joint admission loans board allocation of courses, technological trends and the demand in the job market also have an influence on career choice.

5.4 Conclusions

This study has successfully supported the fact that family factors do have an influence on career choice. According to this study, the family factors that had a great influence were parental advice and uncle's and auntie's advice on career choice. Parent's career and sibling's careers had the least influence among these factors. Sponsored students are identified from needy families where the extended members of the family play a significant role in the lives of these students. This explains why uncles and aunties to the sponsored students still have a role to play.

Peers influence each other in their choice of career. This study reveals that among the factors of peer influence that have a great influence included mentorship of the respondents by their friends and friend's advice. Friend's approval of career choice and same career as peer had the least influence according to this study. Sponsored students tend to mingle and share experiences owing to the fact that they share similar backgrounds. This offers the explanation why they mentor and advice one another. This is also evident in universities where peers share experiences and influence one another.

Role models have a significant influence on career choice among undergraduate students. The factor that had the major influence on the respondents was role model's career followed closely by mentor's advice. Compassion Kenya Child development worker's advice and high school teacher's advice had the least influence. Students identify people whose lives and activities

influence them positively. The role models include teachers and other professionals in their field of interest. From the results on career choice, 29% of the respondents selected teaching as their preferred career followed closely by finance with 22%. This reveals that students admire their teachers and would like to take up their career. Teacher's advice and that of Compassion child development workers had the least influence. This reveals that students may receive advice from teachers and other role models about other alternative careers but choose to go by their role model's career.

From the results of this study, gender has been seen to have an influence on career choice. The respondents expressed the fact that male dominated occupations are viewed as superior to female dominated ones and that society expects women to prioritize caring for their family as opposed to advancing their career. A good number of respondents also admitted that men are inclined by nature to be more skillful than women. The factors that had the least consideration included the cultural background of the respondents influencing their career choice and women generally not performing well technical professions. The study was keen to identify from the respondents if there are careers considered masculine or feminine. Majority (79.9%) stated that it was not so while 20.1% stated that it was so. Majority who stated that there are careers considered feminine and masculine were of the male gender (68.4%) while the female gender was 31.6%. despite the fact that majority of the female respondents felt that there are no careers considered feminine or masculine, the tabulation of gender and career choice revealed that female respondents were a minority in science, technology, none in engineering and mathematics.

According to the findings of the study, all the independent variables investigated had influence on career choice of the sponsored undergraduate students of Compassion International. The study however indicated that role models had the greatest influence with an average mean score of 3.1. Peer and gender factors had an equal influence on the choice of career with an average mean score of 2.3. The results also indicated that family factors have the least influence on career choice with an average mean score of 1.86.

5.5 Recommendations of the Study

1. The government of Kenya has put in resources to enhance academic advancement of the children in Kenya. The government has further trained counselors in primary schools who take up the role of career guidance. The results of this study have shown that teacher's advice has the least influence on career choice. This study therefore recommends that the ministry of education should change its strategy from information and education only to information, education and exposure. Interaction of children with people pursuing diverse careers will influence them positively.
2. Nongovernmental organizations that fund youth programs spend a good amount of their resources in academic advancement of the sponsored students. Results of this study have shown that 21.1 % of the respondents would change their course of study given the chance. 78.9% stated they would retain their current career line. The evidence of dissatisfaction in careers being pursued by students as brought out by the findings of the study calls for a more comprehensive approach to career guidance by all stakeholders which include parents, teachers and role models. This level of dissatisfaction need not be ignored. There is need to factor in gifts, talents and passion profiling of children from an early age.
3. Compassion International spends a reasonable amount of resources on cognitive development of the sponsored students. The results of this study shows have shown that 29% of the students selected teaching as their most preferred career with only 3.5% selecting medicine related careers and 4.6% in engineering. From the results of the study, none of the female respondents studies engineering. This study recommends a more comprehensive approach to career guidance and an exposure to technical careers among the sponsored students. This should however start in the early years of the sponsorship programs.
4. Five of the public universities in Kenya such as Kenyatta University, Moi university, University of Nairobi and Egerton University have other satellite universities located in major towns in the country. Other towns not served by these universities have private university located near them. This study recommends more robust career guidance by

these universities during their open days. By doing so, students whose schools are located away from the major cities would have the advantage of understanding specific courses and future careers during the open days.

5.6 Suggestions for further research

1. The results of this study have shown that teacher's advice has the least influence on career choice. A comprehensive study need to be carried out to establish the impact of career counselors in public schools in Kenya.
2. The results of this research have revealed that 21.1% undergraduate students desire to change their career choice. This study recommends a research into the factors that lead to career change among undergraduate students.
3. From the results of the study, none of the female respondents studies engineering. This research recommends a comprehensive study to be done among the female students to establish the reasons why they do not choose to select science, technology, engineering and mathematics careers.
4. Universities in Kenya hold open days for form four leavers every year. This research recommends a study on the influence of career open days by public universities on career choice among students in Kenya.

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**APPENDIX 1-REQUEST LETTER FOR COMPASSION INTERNATIONAL
SPONSORED STUDENTS**

**BEATRICE MAINA
P.O BOX 20528, 00200
NAIROBI –KENYA,
31ST MAY 2013**

Dear respondent

Compassion International (K)

Box 55379,00200

Nairobi-Kenya.

**A STUDY ON THE FACTORS INFLUENCING CAREER CHOICES AMONG
UNDERGRADUATE STUDENTS IN PUBLIC UNIVERSITIES IN KENYA: A CASE OF
COMPASSION INTERNATIONAL SPONSORED STUDENTS**

I am a Kenyan student at the University of Nairobi pursuing a Master’s degree in Project Planning and Management.

To complete my study, the requirement compels that I undertake a research study based on the aforementioned subject. The results of the study will help in furthering knowledge in the area of career choice and development among students. The result from the study will be of value to the government, universities and other humanitarian actors in empowering the youth in the choice of their career for the growth of our economy.

I request for your assistance in filling this questionnaire to help me achieve my objective. All responses made will strictly be used for academic purposes, and I guarantee confidentiality.

I sincerely thank you in advance for sparing your time and for your co-operation.

Yours kindly,

.....

Beatrice Maina

APPENDIX 2

QUESTIONNAIRE FOR COMPASSION KENYA SPONSORED UNDERGRADUATE STUDENTS

I will be required to collect data using this Questionnaire in partial fulfillment of the requirements for the award of the degree of Master of Project Planning and Management, University of Nairobi. Kindly take a few minutes to complete it. This research will be conducted for academic purposes only and I will not need your name in the questionnaire. All information given will be treated confidentially. Your honest feedback will be highly regarded.

Please fill in the details below in the spaces provided. Space is provided in some questions where you will be required to tick (✓) against the appropriate answer.

SECTION A: GENERAL INFORMATION.

1. Name of University

2. School/institute/faculty.....

3. Course of study.....

4. Year of study.....

5. Gender: Male Female

6. Career choice

SECTION B

(A) Family factors influence on career choice

7. To what extent did each of the following factors influence your choice of career? Use scale 1 to 5 where 1-not at all, 2-low extent, 3- moderate extent, 4- great extent and 5 very great extent. Indicate by a ✓ where appropriate.

Rating	Not at all	Low extent	Moderate extent	Great extent	Very great extent
	1	2	3	4	5
Parent's career					
Uncle/auntie's advice					
Parent's advice					
Sibling's advice					
Pressure from family members					

(B) Peer influence on career choice

8. To what extent did each of the following factors influence your choice of career? Use scale 1 to 5 where 1-not at all, 2-low extent, 3- moderate extent, 4- great extent and 5 very great extent. Indicate by a ✓ where appropriate.

Rating	Not at all	Low extent	Moderate extent	Great extent	Very great extent
	1	2	3	4	5
Same career as your peer					
Friend's advice					
Mentorship by your friend					
Friend's approval of career choice					

(C) Influence of role models on career choice

9. To what extent did each of the following factors influence your choice of career? Use scale 1 to 5 where 1-not at all, 2-low extent, 3- moderate extent, 4- great extent and 5 very great extent. Indicate by a ✓ where appropriate.

Rating	Not at all	Low extent	Moderate extent	Great extent	Very great extent
	1	2	3	4	5
High school teacher' advice					
Compassion Child development worker's advice					
Mentor's advice					
Role model's career					

(D) Gender influence on career choice

10. Besides each of the statements presented below, use a scale of 1 to 5 to select the best statement that describes your perception and attitude about career choice. Use 1- **Strongly disagree** if you strongly feel that it does not apply to you at all, 2- **disagree** if it does not apply to you, 3- **neutral** if you are not sure, 4- **Agree** if it applies to you, 5- **Strongly agree** if you feel that the statement strongly applies to you.

1-strongly disagree

2- Disagree

3- neutral

4- Agree

5- Strongly agree

Rating	Strongly disagree	Disagree	Neutral	agree	Strongly agree
	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 expects women to prioritize caring for their family as opposed to advancing their career					
Generally, women do not perform well in technical professions					
Men are naturally skilled in occupation that calls for competitive and logical abilities					
Male dominated occupations are viewed as superior to female dominated ones					
Men are inclined by nature to be more skillful than women					

11. Are there careers you consider masculine or feminine? Indicate by a ✓ where appropriate.

Yes

If yes, which ones?

(a) Masculine _____

(b) Feminine _____

SECTION (C)

12. Apart from the influence of family factors, peers, role models and gender factors, are there any other factors that influenced your career choice? Indicate by a ✓ where appropriate.

Yes

No

If yes, please explain

If you could choose all over again, would you still opt for your current career choice? Indicate by a ✓ where appropriate.

Yes

No

If No, Please explain

Thank you for your time.

APPENDIX 3
INTERVIEW GUIDE FOR COMPASSION STAFF

SECTION A

1. Introduction of the researcher
2. Date of the interview _____
3. Time _____
4. What is your current position _____
5. How long have you worked in your current position _____
6. What are some of your responsibilities

SECTION B

7. In your opinion, do you think career choice is a challenge among university students?

8. In your opinion, what factors influence career choice among the sponsored students in your program? _____

9. What specific challenges do you face related to career choice among university students in your sponsorship program?

10. What recommendations would you give to help curb the above challenges?

Thank you for your time.