

**FACTORS INFLUENCING CAREER ASPIRATIONS AMONG GIRLS  
IN PUBLIC SECONDARY SCHOOLS IN NYAMIRA NORTH  
DISTRICT, NYAMIRA COUNTY – KENYA**

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A RESEARCH PROPOSAL SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENT FOR THE AWARD OF DEGREE OF MASTER OF  
PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF  
NAIROBI

APRIL 2013

## DECLARATION

This research proposal is my original work and has not been presented for any award in any university.

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## **DEDICATION**

This research work is dedicated to my parents Zablou Mesa and Eunice Nyanchoka for their relentless effort in planting and nurturing a wonder seed of success in my academic life.

## **ACKNOWLEDGEMENT**

This research work would not have been fully accomplished without the valued input from different groups and individuals. While I may not exhaustively mention everybody whose assistance enabled me to finish this work, I am humbled by the value-adding endeavors from my supervisors, family, friends and course colleagues.

I give special thanks to my supervisors Prof. Omollo Ongati and Ms Lenah Kirop for their relentless assistance and support in supervision, experience and initiative which guided me throughout the proposal development process. Prof. Ongati and Ms Lenah strongly laid an irreversible skill and strong commitment towards refining the proposal within its context and conceptual scope. Also am grateful to Doctor Nyonje for his tireless help to accomplish my proposal.

I am grateful also to my friends who took their time to read the study manuscripts and enabled me to brainstorm over the whole study concept. My course colleagues were equally helpful through class discussions and group researches out of which I managed to expand my research knowledge and skill.

It will be impossible to end without a mention of my relatives especially my husband Jason and our beloved daughter Michelle and Fridah for their encouragement throughout my studies. To them I am highly indebted.

Finally, thanks to the Almighty God for granting me sufficient grace in my academic life.

## TABLE OF CONTENT

<b>DECLARATION</b> .....	ii
<b>DEDICATION</b> .....	iii
<b>ACKNOWLEDGEMENT</b> .....	iv
<b>LIST OF ABBREVIATIONS</b> .....	vii
<b>LIST OF FIGURES</b> .....	viii
<b>ABSTRACT</b> .....	ix

### CHAPTER ONE

#### INTRODUCTION

1.1	Background of the Study .....	1
1.2	Statement of the Problem.....	5
1.3	Purpose of the Study .....	6
1.4	Research Objectives.....	6
1.5	Research Questions .....	7
1.6	Significance of the Study.....	7
1.7	Basic Assumptions of the Study .....	7
1.8	Limitation of the Study .....	8
1.9	Delimitations of the Study .....	8
1.10	Definition of Significant Terms used in the Study .....	9
1.11	Organization of the Study .....	10
2.1	Introduction.....	11
2.2	Career Guidance and Counseling and Girls Career Aspirations.....	11
2.3	Curriculum Design and Gender Aspirations of Girls .....	13
2.4	Family Support and Career Aspirations among Girls.....	15
2.5	Role Models and Career Aspirations among Girls .....	16
2.6	Theory of Work Adjustment.....	17
2.7	Conceptual Framework .....	19

2.6	Summary of Literature Review .....	22
3.1	Introduction.....	23
3.2	Research Design.....	23
3.3	Target Population .....	23
3.4	Sample Size and Sampling Procedures .....	24
3.4.1	Sample Size .....	24
3.4.2	Sampling Procedure.....	24
3.5	Data Collection Instruments.....	24
3.5.1	Piloting Study Instruments .....	26
3.5.2	Validity of Study Instruments.....	26
3.5.3	Reliability of Study Instruments.....	26
3.6	Data Collection Procedures.....	27
3.7	Data Analysis Techniques.....	27
3.8	Ethical Considerations .....	28
	<b>REFERENCES</b> .....	<b>31</b>
	<b>APPENDICES:</b>	
	APPENDIX I	
	LETTER OF TRANSMITTAL.....	35
	APPENDIX II	
	QUESTIONNAIRE.....	36
	APPENDIX III	
	INTERVIEW GUIDE.....	41
	APPENDIX IV	
	TIME PLAN.....	43
	APPENDIX V	
	BUDGET.....	44

## **LIST OF ABBREVIATIONS**

<b>ASCA:</b>	American School Counselor Association
<b>CUE:</b>	Commission for University Education
<b>EFA:</b>	Education for All
<b>FEMSA:</b>	Female education in science and Technology in Africa
<b>GoK:</b>	Government of Kenya
<b>KCSE:</b>	Kenya Certificate of Secondary Education
<b>MoE:</b>	Ministry of Education
<b>NCES:</b>	National Center for Education Statistics
<b>NGOs:</b>	Non-Governmental Organizations
<b>SDS:</b>	Self-Directed Search
<b>SES:</b>	Socio-Economic Status
<b>SPSS:</b>	Package for Social Sciences
<b>TWA:</b>	Theory of Work Adjustment
<b>UNESCO:</b>	United Nations Educational, Scientific and Cultural Organization
<b>USA:</b>	United States

**LIST OF FIGURES**

Fig. 2-1: Conceptual Framework.....20



## **ABSTRACT**

The young people need to be equipped with tools and knowledge to realistically plan for their future. This is to a large extent achievable through the process of career information and aspirations. Education girls in secondary schools access plays a role in equipping them with relevant skills, knowledge and values to enable them participate in national and global development. Most importantly, hence, girls need to be enabled towards establishing careers which match their abilities. In Kenya's educational setting, it is notable that a majority of girls are unaware of training opportunities and requirements at various levels of post secondary schools education. It is worse for the rural schools which have constrained access to career sources such as trained teachers, published articles, media, and NGO partners. This justifies the purpose of this study in analyzing the significant factors that influence career aspirations among girls in public secondary schools. The case of Nyamira North district is preferred due to its rural setting where career gaps and challenges are anticipated. Specifically, the study will be concerned with the guidance and counseling, gender differences, family background, and role modeling. The study will adopt a survey research design and purposively targeting girls in form 4 due to their presumed vantage in accessing career information. Out of the 1251 girls enrolled in form 4 in the 25 public secondary schools (4 single girls and 21 mixed), a sample of 125 will be selected by simple random sampling to form the study group on whose findings generalizations will be made. In addition, career teachers, one from each school, will be recruited for participation as informants. The study will use questionnaire and interview guide, which will be refined to enhance validity and reliability, as the data collection tools. Collected data will be processed and analyzed using descriptive statistics for quantitative data and content analysis for qualitative data. Study findings will be presented with the help of tables.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Giving students the tools and knowledge to realistically plan for their futures is a primary goal of education. Although young people have high ambitions, expecting to be well educated and have professional careers, many do not develop coherent plans for achieving their goals (Schneider and Stevenson, 2009). According to the National Center for Education Statistics (NCES) (2001), almost two-thirds of high school graduates in the US enter postsecondary education immediately after high school; yet more than one-third of them leave within two years without earning any degree. This justifies the significance of career aspirations for the secondary school learners.

Career aspirations represent a learner's orientation towards particular occupational goals and as Domenico and Jones (2007) report can be influenced by gender, socio economic status and family support. During adolescence, aspirations are especially important because they allow teenagers to evaluate the degree to which various choices help or hinder their chances of attaining desired goals. In adolescence, career preparation is an important precursor for successful career development across the life span and is closely related to adolescence adjustment and well-being (Skorikov, 2007). During adolescence, developing a vocational identity is a central developmental task. According to Silvia (2001), aspirations refer to an individual's expressed career related goals or intentions and also include motivational components which are not present in mere interests. The career aspirations of adolescents have been viewed as significant determinants of both short term educational and long term career choices. They have also been regarded as important career motivational variables which are predictive of latter career attainment levels (Patton and Creed 2007).

Traditional theories of career development propose that career aspirations develop in specific stages from childhood to adult hood. According to Ginsberg (1952), cited by Migunde and Kocung (2011), young adolescence from 11 to 14 years of age has tentative choices based on interests but with little attention to realistic constraints. By the age of 14-24,

adolescence are in the exploration stage with progressive narrowing of career options from identifying tentative options to making final decisions regarding career choice. Gottfredson's (2002) theory asserts that at the age of 14, students begin to adjust their career aspirations to factors of personal self and compromise their options to more realistic factors (Hirschi, 2010).

According to Gottfredson (2005), by the age of 13 to 14, adolescence have developed two cognitive competencies related to career development, that is, self-concept and perception about occupations. During adolescence, students have achieved an adult level understanding of the sex type and prestige level of common occupations. Gottfredson (2005) argues that adolescents start to eliminate occupational choices based on sex types and prestige levels. For example, female students might avoid choosing occupations that are perceived as too masculine such as mining and also might consider eliminating choices that are received as having low social prestige status such as a career as a house maid. Research shows that girls tend to aspire to a narrower range of occupations than boys because they believe many jobs are unsuitable for them whereas boys have a greater occupational understanding, focus and see more occupational opportunities than girls (Creed, Conlon and Zimmer-Gembeck, 2007). Gysberg (2007) captures this 21st century scenario as a time when organizations are developing global identities; and technological change is rapid. Okumu (2009) states that with the complexities of unemployment and the technological shifts in today's labour market, young people need not only information but also the skills they can get to ensure they make sound career decisions.

Creed, Prideaux and Patton (2005) posit that the transition from secondary school to tertiary level education or the job market requires learners to make important decisions regarding career choices. Owing to the fact that in a globalised society options of tertiary education and occupational choices are virtually unlimited, the process of narrowing down the numerous options and selecting the best one can be extremely daunting and challenging. This experience of having to narrow down the options can lead to career indecision, which is associated with anxiety, depression, lower life satisfaction, lower identity achievement, and maladjustments. Career counsellors have, thus, a crucial role to play in this complex

transitional period to help adolescents make informed decisions that reduce their level of career indecision.

In light of the school-to-work transition being described as a complex process, Borgen and Hiebert (2006) argue that the area of career for adolescents is itself undergoing rapid changes. These changes are evidenced as both the expectations of adolescents, as well as educational and career opportunities are changing. Gati, Krausz and Osipow (2006) assert that too often by focusing exclusively on academics, secondary schools neglect the need for adolescents to acquire greater competence in the knowledge and skills required for making informed career decisions.

Schools are in the most strategic positions to impact on career aspirations and expectations. This is mainly due to the existing school based resources such as vocational interest inventories and career seminars (Diemer 2007). According to Kniveton (2004), schools provide career information or career guidance directly or indirectly to influence students' career choice behavior. School teachers can also identify aptitudes, abilities and encourage students to take certain subject combinations or take part in work experience. Dondo (2006) emphasizes that school culture can influence one's career choice and aspirations since there are standards of performance which are set in each school leading to the choice of certain careers. This is also due to the curriculum that one is exposed to and the quality of career services available in the school.

Career information needs to have a curriculum and program. The American School Counselor Association (ASCA), for instance, has developed National Career Development Guidelines that have been adopted in 46 States (Gysberg, 2007). Similarly, Canada's Ministry of Education and Training has a career guidance program that runs from elementary grades and continues through secondary. Moreover, in the US, a vast majority of schools stock computerized and non-computerized career information sources and college catalogues as well as conducting testing for career planning (Hughes and Karp, 2004).

In many African countries, the situation is different mainly due to lack of government policy and commitment (Tindi and Silsil, 2008). Most third world countries see career guidance provided in a haphazard way and is a fringe benefit instead of being directly linked with students learning (Oyaziwo, 2007). Schools through streaming practices stereotype the participation of girls and boys in secondary school technology subjects. Female education in science and Technology in Africa (FEMSA, 1999) study found out that certain subjects such as home science was considered as meant for girls while certain subjects such as woodwork and metalwork was meant for boys. The imbalance trends also continue to tertiary level (Dlamini, Ngenya and Dlamini, 2004). Based on their study in Kenyan secondary schools, Kithyo and Petrina (2002) argue that boys' schools tend to be more equipped and oriented towards science and technology. Boys in mixed schools are also encouraged to enroll and perform well in these subjects. Girls' schools do not offer technology subjects such as engineering; instead they offer domestic sciences and secretarial subjects. By the time students come to choose careers, they have internalized gender norms (Kithyo and Petrina, 2002).

Despite the fact that career services in the traditional setting have always been there in all Kenyan communities, formal career focus in schools started in Kenya in the 1960s. In 1962, the Ministry of Labor in collaboration with the Ministry of Education (MoE) came up with an offer of vocational guidance which was termed 'Career Guidance' administered by a career master appointed by the school head teacher. The career master, however, had no professional training. In 1967, the first career unit was created under the Ministry of Education and staffed with a team of professionally qualified officers at the headquarters and a few in-service teachers. This momentum was kicked off by the Ominde Report in 1964 and sustained by Gachathi Report in 1976. The two reports encouraged the provision of educational and vocational guidance to help the youth develop decision making skills that would enhance their transition from the school into the world of work (Rukwaro, 2011).

In 2007, the MoE came up with a careers guidebook for schools. The career guidance teacher before had to seek sources of information, for example, newspapers and visiting institutions in order to enhance his/her guidance. Gitonga (2009) states that career guidance

in the Kenyan school system for many years has been influenced by what career teachers feel works best for them. This is largely because of lack of a comprehensive policy or curriculum to shape the process of career aspirations among learners. Further, relevant reading materials on careers for both teachers and students are lacking. Students therefore need to be guided in order to be able to choose careers that are commensurate with their abilities and interests. In spite of all the previous efforts, Rukwaro (2011) asserts that career progression still remains a very weak component at all levels of the education system. Even where it exists, it is undertaken in a haphazard manner because the teachers identified for this purpose have not been trained, and so have no professional competence in guidance and counseling.

## **1.2 Statement of the Problem**

There have been various initiatives in Kenya focusing on promoting gender equity through access to education and subsequent increase of women participation in economic activities. According to the Ministry of Planning and Vision 2030 (2011), the Kenyan Government is committed to gender equity in education and employment by ensuring access to and improving the quality of education for girls and women, and removing every obstacle that hampers their active economic participation. The other Government initiatives are contained in the Millennium Development Goal and Vision 2030 (GoK, 2007).

Despite the government's commitment to Education for All (EFA), the gender gap still persists in all levels of education in Kenya, with girls being the disadvantaged. Rukwaro (2011) relates the inequity to lack of career information which would have played a role in keeping a girl focused on the career she is aiming for. Obando (2003) found that gender inequality persists because girls in secondary schools in rural areas choose careers that keep with the socio-cultural norms. The careers they choose are the culturally feminine careers such as teaching, nursing, secretarial, catering, hair dressing, and commerce which are not as well paying as medicine, engineering and accountancy, which are culturally masculine. In a related study, Kasomo (2007) found that many girls end up in careers they have very little information on or even those they have no abilities or interest.

In the context of Nyamira North district, Kenya Certificate of Secondary Education (KCSE) subject enrolment trend in the past four years largely conform to the findings presented by Obando (2003). There is a common observation that majority of girls are avoiding enrolling in

science subjects such as physics because either their schools do not offer the subject or they are discouraged for choosing it. For instance, in the year 2009, out of the 876 girls who sat for their KCSE only a paltry 25.7% (225) enrolled in physics subject while all the 52 slots in Home Science were taken by girls. The same was repeated in 2010 where out of 937 girls enrolled in the national examination, only 241 (30%) sat for the physics exam. In the same year, there were 33 candidates registered in Home Science and only 2 were boys. In 2011, 976 girls were registered for KCSE but only 23% of them were tested in physics while all the 21 entrants in Home Science were girls. Finally, in 2012 the total girl enrolment went up to 1022 but the physics group went down to 22.8% while the Home Science cluster marginally went down to 95% out of the registered 32 candidates. This trend shows a systematic withdrawal of girls' participation in subjects perceived to be 'masculine' without substantive proof of their intrinsic incompetence, hence weaker foundation for advanced careers.

Owing to aforementioned, the study assumes that the observed skewness is due to lack of stable career aspirations, curriculum disadvantage, family influence, and peer pressure. The need, therefore, to examine these significant factors influencing career aspirations among the girls is justifiable.

### **1.3 Purpose of the Study**

The study seeks to examine factors that influence career aspirations among girls in public secondary schools in Nyamira North District, in Nyamira County, Kenya.

### **1.4 Research Objectives**

The study will be guided by the following objectives:

1. To establish the extent to which career guidance and counseling influences career aspirations among girls in public secondary schools;
2. To explore the significant curriculum design factors that influence career aspirations among girls in public secondary schools;
3. To evaluate family background and its influence on career aspirations among girls in public secondary schools; and
4. To examine extent to which role modeling influence career aspirations among girls in public secondary schools.

## **1.5 Research Questions**

The intent of study was guided by the following research questions:

1. To what extent does career guidance and counseling influence career aspirations among girls in public secondary schools?
2. What significant curriculum design factors influence career aspirations among girls in public secondary schools?
3. What is the influence of family support on career among girls in public secondary schools?
4. To what extent does role modeling influence career aspirations among girls in public secondary schools?

## **1.6 Significance of the Study**

Findings from this study are significant to a number of stakeholder institutions and individuals such as policy makers, teachers, career shapers, students, parents, community, industry and organizations both nationally and internationally. First, it is hoped that findings will contribute to the pool of scientific and professional knowledge on career aspirations for girls in secondary schools that is of tremendous help especially to teachers, girls' counselors, policy makers, parents and community in general. Second, girl students will hopefully benefit for they will be guided in the choice of careers that are commensurate to their abilities and interest. Third, recommendations arising from the study will hopefully be adopted by policy makers towards integrating career knowledge to the centre stage of education since education is geared towards a student's smooth transition and success in life. Forth, practical solutions to these challenges will be suggested for all stakeholders and individuals to support. And fifth, this research forms important groundwork for further research.

## **1.7 Basic Assumptions of the Study**

The study will be based on a set of basic assumptions. First, it is assumed that career aspirations are modeled by the subject girls prefer to enroll in at the Kenya Certificate of Secondary Education (KCSE). Second, provision and access to career information to girls in secondary schools in Nyamira North district is necessary to enable them make informed decisions on their careers. Third, there are challenges experienced in the provision and access



of career information to girls in secondary schools in the district, which need to be addressed. Forth, teachers and general school environment play a key role in the provision of career information to girls in the public secondary schools. And fifth, all stakeholders in secondary school education work together in the provision and access of career information to girls.

## **1.8 Limitation of the Study**

The study anticipates that some girls may perceive this study as wanting too much from them and may not want to reveal their academic weaknesses leading to possibilities of feigned responses. Moreover, the fact few academic studies have been done in the district, which are related to education and performance, is a potential threat that may make the respondents and informants conceal the entirety of the situation so as not to portray the schools in bad light. The researcher, however, will try to minimize these anticipated limitations through convenient rapport with respondents and by seeking to make them understand the rationale of study and why they should participate.

## **1.9 Delimitations of the Study**

The study will geographically be delimited to Nyamira North district which is one of the five districts in Nyamira County. The district's headquarters is at Ekerenyo which is about 525km to the western region of Nairobi city. Using the 25 public secondary schools in the district, the form four girls and career teachers will be recruited as study participants in analyzing significant factors influencing their career aspirations. The girls will constitute the study's primary participants while career teachers will supplement findings through guided interviews. There are 1,251 form four girls targeted mainly due to their schooling level requiring critical decisions on career choices. On this foundation, the study will focus on the functional relationship between guidance and counseling, curriculum design, family background, and role modeling as independent variables, and career aspirations as the study's dependent variable.

## **1.10 Definition of Significant Terms used in the Study**

In this study, the following terms are used as defined:

### **Career Aspiration:**

Means the goals an individual sets out to achieve in a particular desired profession.

### **Career Counseling:**

Means counseling or mentoring/coaching on issues related to an individual's career.

### **Career Guidance:**

Means the process of structured intervention aimed at helping individuals to take advantage of the educational, training and occupational opportunities that are available.

### **Curriculum Design:**

Means making of a defined and prescribed course of studies, which students must fulfill in order to pass a certain level of education.

### **Family Background:**

Means a composition of all factors originating from either parents and siblings that influence a girl student's career aspirations.

### **Role Modeling:**

Means looking up to someone or revering an individual based on some attractive trait that is worthy aping.

### **Source of Career Information:**

Means a distinct origin of authoritative information directed to a schooling girl making decisions on her career.

## **1.11 Organization of the Study**

This study will be organized into five chapters. The introduction chapter presents the background of the study in both conceptual and contextual perspectives so as to clearly set base for the statement of the problem. Moreover, it states the purpose, objectives, significance, delimitations, limitations, and assumptions of the study. The second chapter focuses on reviewed literature both in theoretical and empirical forms. In chapter three, the study's methodology is discussed in forms of research design, target population, sampling procedures, data collection, and data analysis. The fourth chapter will contain the study findings based on the thematic areas, while chapter five will present the summaries, discussions, and recommendations of the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The chapter presents reviewed literature relating to the thematic areas of study. Particularly, the review focuses on career guidance and counseling, curriculum design, family support, and role models. Critical areas also reviewed include the theory of work adjustment, and study's conceptual framework.

#### **2.2 Career Guidance and Counseling and Girls Career Aspirations**

Guidance and counseling has been conceptualized as a programme of activities which provide the gateway out of the existing numerous problems in present age of complex scientific and technological development (Okobiah and Okorodudu, 2004). The UNESCO (2000) module on guidance and counseling also posited that Guidance is a programme of services to individuals based on their needs and the influence of environmental factors. Guidance and counseling is a professional field which has a broad range of activities, programmes and services geared toward assisting individuals to understand themselves, their problems, their school environment and their world and also to develop adequate capacity for making wise choices and decisions. There is agreement among experts that there are three major components of guidance and counseling. These are educational guidance, vocational guidance and personal social guidance (UNESCO module, 2000). Under these three major areas, there are several guidance and counseling services such as appraisal, information, placement, orientation, evaluation, referral, and follow-up. Each of these major components of guidance and counseling along with their services address students needs, challenges, and problems (Denga, 2001).

The goal of guidance and counseling services is to enable each learner in institutions of learning to derive optimal educational benefits so as to actualize his/her potentialities. Thus, the highlights of the National Policy on Education (1998) states that in view of the apparent ignorance of many young people about career prospects and in view of personality adjustments among school children, career officers and counselors will be appointed in post-primary institutions and tertiary levels. Anwana (2004) argues that if the society is not to be plaque by a band/group of disgruntled, frustrated and unrealistic individuals, it is desirable that adequate guidance and counseling and career information be provided, to enable the school and society arrive at a realistic vocational choice for their children/wards with due realization of their potentialities.

Previous studies Edet (2008) have shown that principals and teachers constitute the greatest obstacle to the success of guidance and counseling services in schools. The report showed a negative attitude of school authorities to guidance services and to counselors in particular. Adimula (2008) also attributed the negative attitude to the ignorance of principals and teachers about the relevance of guidance services in schools. Achebe (2006) explained that the counselor is being seen as a new comer to the school system who is still being regarded with some sense of suspicion and caution and distancing. According to her, some of the principals and teachers regarded the services of the counselors as an unnecessary frill. Edet (2008) on her research with 99 subjects, on parents' and teachers' perception of vocational guidance in secondary schools in Nigeria discovered that teachers perception/attitude towards vocational guidance services was significantly negative. Another research by Ubana (2008) showed both positive and negative attitudes of students towards guidance and counseling services including influence of sex and school geographical location.

Career guidance and counseling in the western world, most notably in the United States (USA), has developed a comprehensive system of theories and intervention strategies in its more than 100 years of history. It began in the years of Frank Parson as a trait-factor approach in the early twentieth century (Zunker, 2002), and slowly evolved to become a rather mature discipline today in the twenty-first century with a strong theoretical and

empirical base, with the potential to further develop into a more “global” discipline in the years ahead. Indeed, vocational and career related issues are salient across different cultures and nationalities (Leung, 2004). In an age of economic globalization, all individuals are affected by an array of work related concerns, some of these concerns are unique to certain cultures, but others are common to many cultural groups. The search for life purposes and meanings, the journey to actualize oneself through various life and work related roles, and the efforts by nations to deal with problems of employment and unemployment, are examples of universal issues that seem to affect many individuals from diverse cultures. Under the theme of career development, there are experiences, concerns, and issues that we could share, explore, and discussed at a global stage (Lips-Wiersma and McMorland, 2006).

### **2.3 Curriculum Design and Gender Aspirations of Girls**

Many educationists share the conviction that the school curriculum can provide a fix to societal problems (Chinyani, 2007). This is based on the fact that once something becomes school knowledge; its implementation is legitimized and is deemed worthwhile knowledge. The school system, moreover, cannot be a solution unless it offers the right curriculum (Chinyani, 2007). An important aspect of education, which channels children into gender roles, is the curriculum that they are permitted to study.

Curriculum deals with the actual content of education. It involves methodologies and processes by which learning takes place. Curriculum deals not only with facts and figures but also with the culture and values of a society. Teaching and learning takes place within a context of the conceptualization of a society, its values, its direction and its role in the world as a whole. It also involves the hidden curriculum which incorporates often the unspoken but nevertheless important messages which are transmitted within the whole education establishment. The curriculum can therefore re-enforce the status quo or it can question the status quo (Chinyani, 2007).

The United Nations Gender Curriculum module (2007) advocates for a gender sensitive curriculum; defined as one which addresses all the teaching and learning arrangements (including the learning environment) that affect student outcomes. It examines

understanding of masculinity and femininity and takes into account social constructions of gender. A gender inclusive curriculum is achieved by consciously selecting, reflecting upon, and addressing choices about classroom planning, implementation and evaluation (UN Curriculum Module, 2007).

In Africa, Nhundu (2007) views colonial history as having left an indelible political, economic and educational legacy. The school curricula inherited from post-independence States were modeled on Western systems, girls being educated for domesticity whilst boys were prepared for employment and the role of family head and breadwinner. Boys and girls were taught different practical and vocational subjects, boys having to study technical subjects such as metalwork, woodwork, agriculture, technical graphics and building, and being encouraged to pursue science subjects, whilst girls were offered domestic science subjects and typing and shorthand, and being encouraged to pursue the arts subjects. Gordon (2004) has argued that equality of educational opportunity should involve not only equal access to schooling but also equal treatment of boys and girls within the school and classrooms (Gordon 2004). Also in Chengu's (2010) view, equality of access without social justice for girls and women fails to address the gender imbalance.

According to Bourdieu (2008), a lack of familiarity with the dominant culture (cultural capital) and the absence of the proper disposition that typically comes from such familiarity (habitus) serves as a barrier for academic achievement and career aspirations and choices, especially for girls or youth from the low socioeconomic status (SES) backgrounds. For him, various actors in schools value certain cultural characteristics, which are conveyed through speech, attitudes, behaviour, knowledge, and other interactions in the school environment. A relevant cultural capital thus helps youth to develop the proper habitus to navigate the education system and establish clear-cut career aspirations. Conversely, youths from low-SES backgrounds are often not exposed to what is necessary to build relevant cultural capital and are therefore placed at a disadvantage as regards school and career aspirations. Schools reproduce inequalities based on SES because teachers, principals and the occupational world reward displays of dominant culture, which often translate into high educational achievement and ambitions (Sianou-Kyrgiou and Tsiplakides 2009).

Savickas (2003) argues that career guidance services are needed to react to economic, employment patterns and globalization changes in the society. In South Africa, as part of curriculum transformation, the goals of the education system were reviewed to redress the inequalities of past apartheid policies and to equip learners with adequate information about various career fields to enable them to make informed career decisions. The career and vocational guidance of the old education system were incorporated into the new school curriculum as part of the life orientation area (Savickas, 2003).

## **2.4 Family Support and Career Aspirations among Girls**

Research studies show that families, parents and guardians in particular, play a significant role in the occupational aspirations and career goal development of their children. Without parental approval or support, students and young adults are often reluctant to pursue or even explore diverse career possibilities. Mau and Bikos (2000) found that college students and young adults cite parents as an important influence on their choice of career. In a similar vein, some studies have found that the family plays a critical role in a child's career development (Otto, 2000). According to Crockett and Bingham (2006), some of the variables that influence students' occupational goals include the family, level of parental education, school, peers, personality, and socioeconomic status.

There are varying opinions and findings, however, as to which specific family characteristics influence career aspirations. For instance, conflicting data exist regarding the influence of socioeconomic variables. Other studies (Mau and Bikos, 2000) suggest that both parent education and income influence career aspirations, whilst other studies (Wilson and Wilson, 2002) show that only parent education is an influence. Other family variables that have been shown to influence career aspirations include the parents' occupation and family size (Downey, 2005). Family size also appears to influence adolescent career aspirations because parents with large families tend to have less money to aid the older children in attending college, while younger children may receive more financial assistance since the financial strain is less once the older children leave home (Schulenberg, Vondracek and



Croutter, 2004). On the contrary, other studies by Boatwright, Ching and Parr (2006) found that each of these family variables to be insignificant in influencing aspirations.

Salami (2006) suggests that children are influenced in their career choice by socio-demographic factors and these factors include family, school and peers. In his study, Salami (2006) found that family involvement as the most significant predictor of career choice in gender-dominated occupations. Similarly, Kniveton (2004) found that the family provides information and guidance directly or indirectly and influences young people's career choice. For instance, parents offer appropriate support for certain occupational choices which tend to follow their own (Small and McClean, 2002). Mickelson and Velasco (2008) found that mothers were the most influential and that daughters' occupational aspirations were often similar to their mothers' chosen professions.

## **2.5 Role Models and Career Aspirations among Girls**

Role models have been defined as people whose lives and activities influence another person in some way (Basoc and Howe, 2009). Individuals tend to seek role models who are similar to them in some easily identifiable way, such as gender or race (Karunanayake and Nauta, 2004). Role models may be especially important to women because a lack of female role models in nontraditional careers (such as engineering, science) has been identified as a barrier for women who choose to enter these professions. Indeed, researchers have shown that female students perceive role models to be especially important for women who want to pursue nontraditional careers (Smith and Erb, 2006).

Despite studies showing that role models are influential in women's career decisions, it is unknown whether role models have a direct influence on women's career choices or if they are related to career choice indirectly through their influence on self-efficacy. Previous research on women's career development has identified self-efficacy as a critical factor in women's decision to choose non-traditional fields, including investigative and realistic career types (Betz and Hackett, 2003). However, few studies have examined the role of self-efficacy or role models as predictors of career choice in other academic/career domains (Gore and Leuwerke, 2000).

Dryler (2008) asserts that career choices are influenced by role models who are often familial or educational rather than famous societal figures. Direct forms of parental influence, such as the degree to which students see their parents choosing careers or having contact with technology, are motivators to train for technical jobs. Family members can also motivate career choices indirectly by encouraging girls to pursue careers perceived to be "masculine." Women entering male-dominated fields come from families where mothers have four year degrees, mothers are working, both parents are highly educated, and success is considered critical (Smith, 2000).

Women choosing nontraditional careers recall fathers having a strong influence on career choices in nontraditional environments such as math, science, and technology (Gates, 2002). Older brothers can influence girls toward "masculine" careers (Banks *et al.*, 2002). Girls with only sisters chose careers that are more "feminine." Similar sibling influence is found for boys with male siblings. Teenage peers have greater impact on social behaviors rather than career choices. During adolescence peer influence, particularly of boys on girls, impacts female self-concept, self-efficacy, classroom experiences, and external goal orientation. Such changes cause a clear demarcation between boys' and girls' career choices despite that girls score well on national level testing (Leslie, McClure and Oaxaca, 2008). Among women, male peers play an important part in career choice (Smith, 2000).

Identification with role models is critical in the career decision-making process (Gibson, 2004). Research has shown a relationship between role model influence and a variety of career-related outcomes, including career maturity, career aspirations, career indecision, career salience, attitudes toward nontraditional careers, and career choice. Unfortunately, career counselors know less about the specific ways in which role models influence educational and career decisions (DeSantis and Quimby, 2004).

## **2.6 Theory of Work Adjustment**

The Theory of Work Adjustment (TWA) is a class of theory in career development that is anchored on the individual difference tradition of vocational behaviour called person-

environment correspondence theory, viewing career choice and development as continual processes of adjustment and accommodation in which: (a) the person (P) looks for work organizations and environments (E) that would match his/her requirements in terms of needs, and (b) E in turn looks for individuals who have the capabilities to meeting the requirements of the organization. The term satisfaction is used to indicate the degree that P is satisfied with E, and satisfactoriness is used to denote the degree that E is satisfied with P. To P, the most central requirements to meet from E are his/her needs (or reinforcers), which could be further dissected into categories of psychological and physical needs that are termed values. To E, however, the most central requirements are abilities, which are operationalised as dimensions of skills that P possesses that are considered necessary in a given E. Overall, the degree of P's satisfaction and E's satisfactoriness would jointly predict P's tenure in that work environment (Dawis, 2005).

Recent formulations of TWA speculated on the effects of diverse adjustment styles that could be used to explain how P and E continuously achieve and maintain their correspondence (Dawis, 2005). Four adjustment style variables are identified, which are flexibility, activeness, reativeness, and perseverance. Flexibility refers to P's level of tolerance to P-E dis-correspondence and whether he/she has a tendency to become easily dissatisfied with E. Activeness refers to whether P has a tendency to actively change or act on E to reduce dis-correspondence and dis-satisfaction. Reactiveness, conversely, refers to whether P would resort to self-adjustment in order to deal with dis-correspondence without actively changing or acting on E. Perseverance refers to P's degree of resolve and persistence to adjust and accommodate before choosing to exit E. Similar adjustment styles also influence E's approach to deal with dis-correspondence and dis-satisfactoriness (Griffin and Hesketh, 2003).

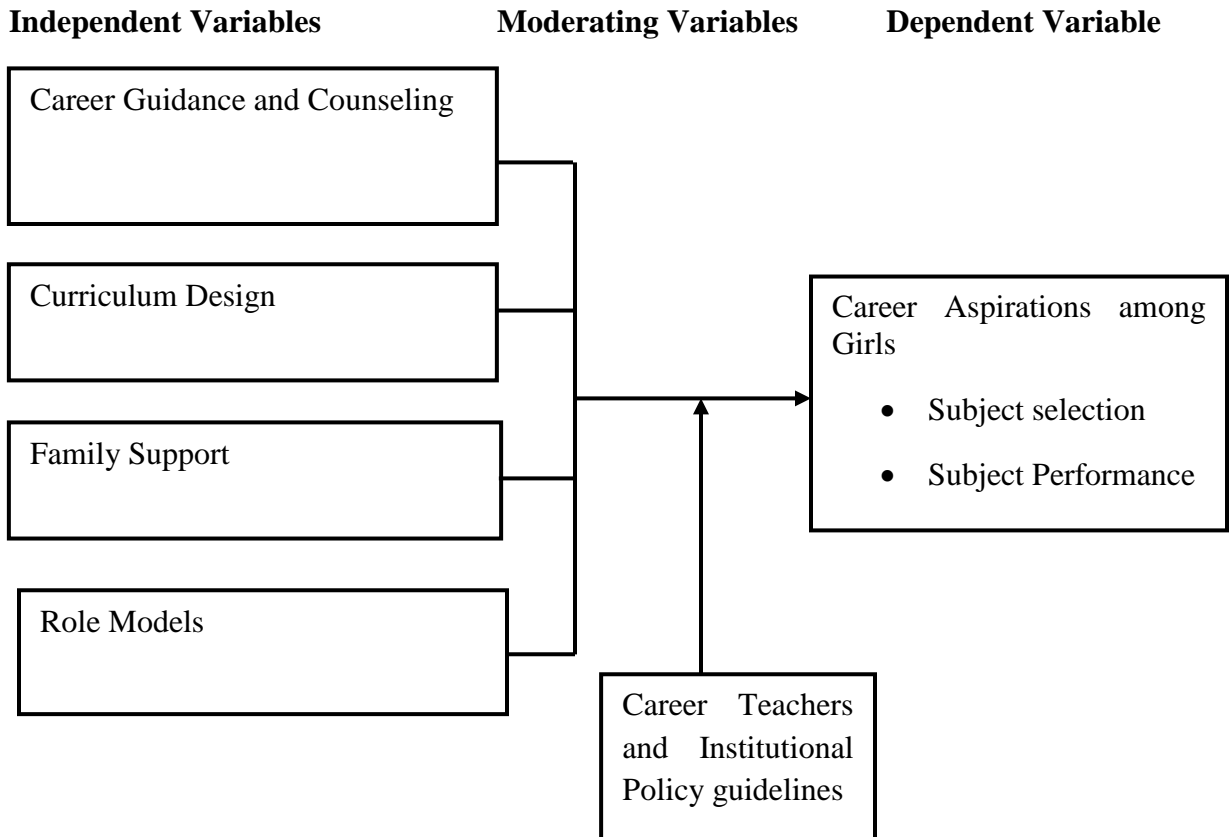
Career choice and development is thus conceptualized as a continual process or cycles of work adjustment initiated by dis-satisfaction and dis-satisfactoriness. A major strength of TWA is that a battery of measures has been developed to measure the various variables associated with the theory, including measures on satisfaction, needs and values, skills and abilities, satisfactoriness, and indexes of correspondence (Dawis, 2005). A large

number of research studies have been conducted in the last decades to examine the propositions derived from TWA, especially on the linkage between needs/abilities and satisfaction/satisfactoriness, and between work adjustment and tenure (Dawis, 2005).

An important direction for future research on TWA is the role of the adjustment styles in moderating work adjustment (Dawis, 2005). This was done in a study by Griffin and Hesketh (2003) with research participants from two organizations in Australia. Exploratory factor analysis was performed on two sets of items related to (a) supervisor's ratings of employee's adaptive performance, and (b) employee's ratings of work requirements biodata and self-efficacy for behaving adaptively. The results yielded a clear proactive factor and a reactive factor, according to TWA propositions, but a tolerant factor did not clearly emerge from the data. It was also found that adaptive performance was related to self-efficacy for adaptive behaviour. In one of the organizations, work requirements biodata and adaptability-related personality were predictive of adaptive performance, consistent with the prediction from TWA (Griffin and Hesketh, 2003). Taken as a whole, TWA seeks to explain career development and satisfaction in terms of person-environment correspondence, and it offers career guidance professionals a template to locate entry points to assist individuals with career choice and adjustment concerns.

## **2.7 Conceptual Framework**

It is imperative that school girls have knowledge of themselves and knowledge of their prospective careers and environments and ability to match the two in order to make wise career decisions. The required knowledge can only be acquired when their career aspirations are adequately nurtured through sustained guidance and counseling, minimization of gender stereotypes, supportive family background, and positive role modeling, among others. This study will study be conducted based on a functional relationship between the aforementioned factors and career aspirations among secondary school girls. The relationship is moderated by presence or otherwise of trained career teachers and institutionalized career policies. Fig. 2.1 diagrammatically explains the studied relationship.



**Fig.2.1: Conceptual Framework**  
**Source: Researcher (2013)**

Fig.2.1 presents the relationships between the main variables under study. The girls' career aspirations will be measured by subject preference by girls in KCSE, and subject performances. The study relationship between the independent and dependent variables is assumed to be moderated by contributions of career teachers and school policies.

Career guidance and counseling is important for today's youth who are characterized by directionlessness which has been as a result of rapid shift from traditional cultural ways and occupations to the modern, global identities and technological change paradigm with its new demands. Career guidance enables the youth, especially secondary school girls, to have

such skills as evaluating themselves realistically and understanding their abilities, making sound decisions, working effectively and independently and comparing themselves realistically. A study by Bojuwoye and Mbanjwa (2006) found that career choices of tertiary students from previously disadvantaged schools are negatively impacted by lack of finance, lack of career information, poor academic performance and unsatisfactory career counseling services. Another study by Maree and Beck (2004) indicates that in disadvantaged communities, schools with career counseling programme were underutilizing the facility which was also viewed as too expensive. In this study, career guidance and counseling will be operationalized by indicators such as subject selection, knowledge on career options, achievement challenges, dissemination of guidance and counseling, and possible regrettable mistakes.

Designing a responsive curriculum deals with the actual content of education where both girls and boys access equity. It involves methodologies and processes by which learning takes place. Curriculum deals not only with facts and figures but also with the culture and values of a society. Teaching and learning takes place within a context of the conceptualization of a society, its values, its direction and its role in the world as a whole. It also involves the hidden curriculum which incorporates often the unspoken but nevertheless important messages which are transmitted within the whole education establishment (Chinyani, 2007). In the study, the curriculum objective will be ascertained by indicators which involve inclusion of career content, syllabus completion, subject combination, compulsory subjects, and instructional methods.

Salami (2006) considers family involvement as one of the most significant predictors of career aspirations in gender dominated occupations. Family involvement refers to the extent to which the parents or family members are involved in the career plans of children. 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. Family involvement also includes the extent to which parents give encouragement, responsiveness, approval and financial support in matters concerned with the career plans of their children

(Salami 2006). Indicators used to measure family background objective include family size, parental occupation, parental supervision, career shaping, and influence from other siblings.

Stuart (2000) contends that peers' attitudes toward gender and ethnicity may increase or decrease a person's confidence in pursuing a career. 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. Peers were reported not to be marginally influential in career decision making among university students (Bojuwoye and Mbanjwa, 2006). 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 (Issa and Nwalo 2008). They further found that the best friend exerts strong influence on individuals and their choices. The finding led them to conclude that peer influence leads to an increase in friends' similarity of decisions. In this study, peer influence will be measured by presence of role models, model traits, intrinsic efforts, interaction with role models, and challenges faced to role-model standards.

## **2.6 Summary of Literature Review**

From the literature review, it is evident that career development in Kenya is not nationally emphasized. This is confirmed by the fact that there is little written on the subject even by the Ministry of Education to trigger a match between ability and career. Notably also, is the gaps in training of career teachers despite their work overloading, and the absence of supporting environment to conduct their career duties. There are no enforced policies governing careers such as information access and role modeling, and the career teacher has to use his/her ingenuity in the provision of career information to girls. In spite of the huge targets as provided in Vision 2030 and constitutional provision of equity, nothing tangible has been initiated towards enforcement of compulsory career guidance and counseling in schools. On the aforementioned basis, the study seeks to analyze the significant factors that influence career aspirations with a view to suggesting possible solutions to the current situation. The case of Nyamira North district is used due to its disadvantaged rural locations, denying most girls access to career requisites like television, magazines, newspapers, career speakers, and internet.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covers the methodology that is adopted by the study towards meeting the stated objectives. It discusses research design, study population, sampling procedure and sample size, data collection procedures, validity and reliability of instruments, data analysis techniques, and ethical issues of the research study.

#### **3.2 Research Design**

Kothari (2004) defines research design as the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data and interpretation of observations. The important features of a research design are the advance planning of the techniques to be used in analyzing the data, keeping in view the objective of the research and the time and financial implications since most studies are done under these two constraints. On this basis, this study will be conducted through a survey research design. This design, according to Cozby (2005), uses questionnaires and interviews to ask people to provide information about themselves in demographics and other facts, their attitudes and beliefs, past or intended future behaviours. Newman (2003), states that surveys are appropriate for research questions about self-reported behaviours, attitudes, self-classification, knowledge, expectations and characteristics, and are strongest when the answers people give to questions measure variables.

#### **3.3 Target Population**

The study's primary target population will comprise all form four girls studying in public secondary schools in Nyamira North District, Nyamira County. There are a total of 1,251 enrolled for KCSE in the year 2013 in the 25 public secondary schools; four are single girls and 21 are mixed (Nyamira North Education Office, 2012). This population is purposively defined for the study due to the fact that KCSE candidates receive more focus



with respect to their subject selection and tertiary course selection. Other than this primary study group, 25 career teachers, one teacher in every school, will be involved as informants.

### **3.4 Sample Size and Sampling Procedures**

The study's sample size will be objectively defined to enhance representativeness while the procedure will be pegged on participant characteristics.

#### **3.4.1 Sample Size**

Creswell (2003) asserts that the entire population may not be easy to study. A researcher therefore has to draw a sample from the population. He defines a sample of 10% for larger homogeneous populations as representative. For the case of this study, therefore, a sample of 125 girls (representing 10% of the target population) will be indentified from both single-girls and mixed public schools in the district using both purposive and simple random sampling techniques. This sample size is justified further by Neuman (2003) who argues that a tenth of the total population is sufficient for study if the population is definitely large and overtly homogeneous. From each of the 25 schools in the district, five girls in form 4 will randomly be selected using class registers in assigning random numbers. All the 25 career teachers, one from each school, will automatically qualify for inclusion.

#### **3.4.2 Sampling Procedure**

Only 1,251 girls in Form 4 will purposively be selected prior to final sampling because they are the students who are more focused on careers they would like to take after school. Moreover, these girls are likely to be the focus of career information provision because they are very close to choosing careers. The ultimate sampling will be done by simple random sampling due to highly perceived homogeneity of participants.

### **3.5 Data Collection Instruments**

The study will adopt a variety of data collection instruments in order to get the diverse viewpoints concerning the theme of study. The instruments will also enable the researcher to get a multi-dimensional view of all aspects of career information provision.

The data collection instruments from the primary sources will, hence, involve a questionnaire for the girl students, and interview schedule for career teachers. From the secondary sources, a comprehensive desk review of documents related to career aspirations will be done.

Babbie (2007) asserts that researchers use questionnaires so that they can obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioral intentions of the research participants in a large population. Questionnaires provide data in the same form from all respondents. The content and organization of a questionnaire will correspond to researcher's research objectives. Since this study is a survey, the questionnaire will be appropriate because it would explore the perceptions, attitudes, feelings and behaviour of the students toward career guidance and counseling in all its aspects. The data collected would be in the same form from all the girl respondents. This will afford comparison of data by student, which will make it easier to categorize the data. Osoro, Amundson and Borgen (2000) whose study aimed at identifying factors that influenced career decision-making of high school students in Kenya applied the merits of questionnaire. For easy analysis, the questionnaires will dominantly be structured to also facilitate timely self completions.

Face-to-face interviews using a schedule will also be used to collect data. Cozby (2005) defines an interview as an inter-subjective enterprise of two persons talking about some common themes. The interviewer and respondent often establish a rapport that helps motivate the person to answer all the questions and complete the survey. In this study, scheduled interviews will be used for teachers in charge of guidance and counselling units in every school. They are judged to have vital information in career guidance and counselling by virtue of the positions they hold. The number of questions and the wording of the questions will be identical for all the respondents.

### **3.5.1 Piloting Study Instruments**

Before the final survey questionnaires and interview drafts are constructed, a pilot study will be conducted to ensure that the tools yield expected results. According to Polit et al. (2001), a pilot study is a small scale version or trial run in preparations for a major study. Baker (2004) found that 10-20% of the sample size subjects are adequate for the pilot study. DeVaus (2003) advises researcher to eliminate ambiguities by piloting their study instruments. Surveys are pilot-tested to avoid misleading, inappropriate, and redundant question items. For the sake of this study, 12 girls (representing 10% of the sample size) will be randomly identified 3 each from four adjacent schools to participate in the pilot study. The girls selected will not participate in the final detailed study as further advised by Baker (2004). The interview guide will be refined with the support of independent career practitioners, and will not be piloted.

### **3.5.2 Validity of Study Instruments**

Validity tests how well an instrument that is developed measures the particular concept it is supposed to measure. Towards ensuring validity, the instruments used will necessarily need to have response items under thematic subheadings which are based on the objectives of the study. Further, the researcher will give the instrument drafts to career teachers who are informed and experts in the area under study to critically evaluate them. Their evaluation results will be considered and incorporated into the questionnaire and interview schedule thus making them valid.

### **3.5.3 Reliability of Study Instruments**

According to Sapsford (2007), reliability of an instrument indicates the stability and consistency with which the instrument is measuring the concept and helps to assess the fitness of a measure. For factual disclosures from the target respondents, the researcher will have a rapport session to adequately prepare them in readiness for instrument completion. This will require a clear explanation to the career teachers and students the aim of the interview and questionnaire respectively and assurance that the information given would be treated with utmost confidentiality. Secondly, each question item will be designed carefully with the aid of expert advice to ensure that it elicits the responses that are intended.

Moreover, the researcher will be readily available to provide clarifications prior to writing final responses.

### **3.6 Data Collection Procedures**

Prior to actual instrument administration, the researcher will seek permission to carry out research from the Commission for University Education (CUE) through the letter of introduction. After successful application, the researcher will conduct a familiarization visit to introduce herself and establish rapport with the head teachers, and guidance and counseling teachers. During this visit, the researcher will book appointments for administration of questionnaires to the girls, and fixing dates to meet the identified teachers. The researcher will administer the questionnaires using trained research assistants. In each given school, the respondents will be given at least one hour on a time agreed with the school administration to answer the questionnaires after which they will be collected. The interview will be done using the interview schedule for the career guidance teachers at their offices.

### **3.7 Data Analysis Techniques**

Research data in a raw form, that is, before these data have been processed and analyzed, convey very little meaning to user groups (Saunders, Lewis and Thorndike, 2007). These data therefore need to be turned into information so that it is useful. In this study, conversion of data into meaningful information will be undertaken on two dimensions, one involving quantitative/metric data (nominal, ordinal and interval forms of data) and the other involving qualitative/non-metric data (textual open-ended data). The refined and organized quantitative data will be analyzed using descriptive statistics involving percentages and mean scores to determine varying degrees of response-concentration. According to Hair et al (1992), this statistical approach is essential when finding a way of condensing the information contained in a number of original variables into a smaller set of factors with a minimum loss of information. The statistics will be generated with aid of the computer software, Statistical Package for Social Sciences (SPSS) Version 20.0.

The study's non-metric, open-ended responses will be analyzed using content analysis procedure, whereby the pool of diverse responses will be reduced to a handful of key issues in a reliable manner. This will be achieved through a stepwise process that involves two broad phases: firstly, taking each person's response in turn and marking in them any distinct content elements, substantive statements or key points; and secondly, forming broader categories to describe the content of the response in a way that allows for comparisons with other responses. The categories obtained in second phase will numerically be coded and then entered into the data file to be treated as quantitative data. Moreover, some of the key points highlighted in first phase will be quoted verbatim for the purpose of illustration and exemplification, or to retain some of the original flavor of the response.

### **3.8 Ethical Considerations**

The hard fact is that survey research is inherently intrusive and the data obtained could easily be abused. The researcher is purposed to observe five basic research ethical principles as advocated by Drawing on Oppenheim (2002). Thus, no harm will be allowed to the respondents as a result of their participation in the research; the respondent's right to privacy will be respected, and no undue pressure will be brought to bear; respondents will be provided with sufficient initial information about the survey to be able to give their informed consent concerning participation and the use of data; permission to conduct the survey will sought from respective authorities; and it will be the researcher's moral and professional obligation to maintain the level of confidentiality that is promised to the respondents at the onset.

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**APPENDIX I**  
**LETTER OF TRANSMITTAL**

UNIVERSITY OF NAIROBI  
KISUMU CAMPUS

THE HEADTEACHER

.....  
.....  
.....

Dear Sir/Madam,

**RE: CONDUCTING ACADEMIC RESEARCH IN YOUR SCHOOL**

I am a student at the University of Nairobi (UoN) undertaking a Master degree in Project planning and Management (PPM). As part of the requirements, your school has hereby been identified as a source of the required data to assist in the study of **FACTORS INFLUENCING CAREER ASPIRATIONS AMONG GIRLS IN PUBLIC SECONDARY SCHOOLS IN NYAMIRA NORTH DISTRICT**. This is to request for your permission and support in conducting the study. The exercise will take a period of 5 working days. Data to be collected will only be used for the purpose of this study and respondent confidentiality is highly assured.

Thank you in advance for your consideration.

Yours faithfully,

**Vanessa M. Mesa**

**APPENDIX II**  
**QUESTIONNAIRE**

**No:.....**

Dear respondent,

This questionnaire is purposely designed to assist in collecting data relating to factors that influence career aspirations among girls in public secondary schools. You have been selected as one of the respondents. Kindly complete the questionnaire.

1. Are you enrolled for this year's KCSE?

Yes ( )                      No ( )

2. In which form did you join your current school?

Form I ( )

Form II ( )

Form III ( )

Form IV ( )

3. Kindly indicate if you are a day-scholar or boarder.

Day-scholar ( )                      Boarder ( )

4. In your KCSE subject selection, did you receive any prior career advice?

Yes ( )                      No ( )

If Yes, who fronted the advice?

Career teacher ( )

Parent ( )

Colleagues ( )

Professional mentor ( )

Any other (Specify):.....

5. Do you believe that the subjects match your career aspirations?

Yes ( )                      No ( )

If No, kindly give one reason:

.....  
.....

6. How would you rate your understanding on your career choice?

Extremely high

High ( )

Moderate ( )

Low ( )

Extremely low ( )

7. What challenge have you already met towards achievement of career dreams?

Lack of adequate updated career information ( )

Inadequate support from the school ( )

Lack of support from parents ( )

Criticism from peers ( )

Any other (Specify):.....

8. How would rate your school in disseminating guidance and counseling information to you?

Extremely high ( )

High ( )

Moderate ( )

Low ( )

Extremely low ( )

9. Given chance, would you revise the subjected you selected?

Yes ( ) No ( )

10. Does your stream offer all the three optional science subjects (Physics, Biology and Chemistry)?

Yes ( ) No ( )

If No, what one reason answers this?

Shortage of instructors ( )

Previous poor performance ( )

Fewer candidates ( )

Discouragements from teachers ( )

Any other (Specify):.....

11. Are some of the subjects you take compulsory?

Yes ( ) No ( )



If Yes, how have you managed to deal with them?

Creating extra time to read ( )

Having evening tuitions ( )

Group discussions ( )

Nothing so far ( )

12. How would you rate syllabus completion at your school?

Excellent ( )

Good ( )

Fair ( )

Poor ( )

Very Poor ( )

13. Have you ever had a problem with the subject combination you opted for?

Yes ( ) No ( )

If Yes, kindly state the nature of the problem.

Wider scope ( )

Some subjects are difficult ( )

I am not taught well in some ( )

I was forced to take some ( )

Any other (Specify):.....

14. How would you comment on the quality of teaching you receive from teachers?

Excellent ( )

Good ( )

Fair ( )

Poor ( )

Very poor ( )

Any other (Specify):.....

15. What is your family size?

Less than 4 ( )

4 – 8 ( )

8 – 12 ( )

More than 12 ( )

16. Are all your parents in formal employment?

Yes ( )                      No ( )

17. How would you describe your parents' concerns in KCSE subject selection?

Were determined to see me undertake what they desired ( )

Not so keen with my subject selection ( )

They offered advice ( )

Any other (Specify):.....

18. Have your parents ever facilitated subject-dedicated private tuition for you since you joined form four?

Yes ( )                      No ( )

If Yes, how would you describe its worth?

Extremely important ( )

Important ( )

Not important ( )

19. How many of your other siblings have careers?

.....

Is your career related to any one of them?

Yes ( )                      No ( )

20. In which category of profession is your key role model?

Science-based category ( )

Art-based category ( )

21. What superior trait made you choose him/her to be your role model?

Professional success ( )

Service to people ( )

International prominence ( )

No good reason ( )

Any other (Specify):.....

22. What are you doing to be like your role model?

Hard work in class                      ( )

Subject selection                        ( )

Physical imitation                      ( )

Any other (Specify):.....

23. Have you attended any career or related session with your role model?

Yes    ( )                      No    ( )

24. What one factor do think will hinder you from the standards of your role model?

Inaccessibility                              ( )

Poor classroom performance            ( )

Poor access to career information      ( )

Inadequate parental support            ( )

Inadequacy of learning resources      ( )

Any other (Specify):.....

End

Thank you for your time

**APPENDIX III**  
**INTERVIEW GUIDE**

**No:.....**

This interview is designed to assist in seeking information relating to factors influencing career aspirations among girls in public secondary schools in Nyamira North District. Kindly respond to each.

1. For how long have you been a career master/mistress in this school?

.....  
.....

2. What main challenges do you face as a career master/mistress?

.....  
.....

3. How responsive are the school, parents and students in dealing with the challenges?

.....  
.....

4. How often do you meet the students for guidance and counseling?

.....  
.....

5. Make a comment of availability of guidance and counseling resources.

.....  
.....

6. What special programmes does the school have to encourage superior career aspirations by girls?

.....  
.....

7. From your experience, is the curriculum a factor that determines girls' career aspirations? Explain.

.....  
.....

8. How have the current and previous schools played role in making girls incline to particular career choices?

.....  
.....

9. What is your view on the girls' family backgrounds and their career determinations?

.....  
.....

10. Is the school particularly proud of some role models for the girls to ape?

.....  
.....

11. What would you recommend to stakeholders in promoting career aspirations for the girls?

.....  
.....

Thank you.

**APPENDIX IV**  
**TIME PLAN**

**Time (Weeks)**

<b>Research Activity</b>	1	2	3	4	5	6	7	8	9
Preliminary research									
Instrument pretesting and analysis									
Instrument administration									
Data processing									
Data entry and analysis									
Findings corrections and testing									
Report submission									

**APPENDIX V**  
**BUDGET**

<b>ACTIVITY</b>	<b>COST @ PIECE (Kshs)</b>	<b>CALCULATION</b>	<b>TOTAL (Kshs)</b>
Data Collection	<b>Pilot study</b> Duplication: 30 Assistants: 500 Travelling: 500	$(30 * 100 \text{ copies}) +$ $(500 * 1) + 500$	<b>4,000</b>
	<b>Actual Collection</b> Duplication: 30 Assistants: 5000 Travelling: 2000 Subsistence: 1000	$(30 * 100 \text{ copies}) +$ $(5000 * 2 \text{ Assit.}) +$ $2000 + (1000 * 2$ Assist)	<b>17,000</b>
Data Coding and Entry	Computer Software (SPSS): 5000 Assistants: 3000	$5000 + (3000 * 1)$	<b>8,000</b>
Report Writing	Printing and Duplication	$100 * 10 * 6$	<b>6000</b>
<b>Total Cost</b>			<b>35,000</b>