UNIVERSITY OF NAIROBI

FACTORS THAT INFLUENCE STUDENTS' CAREER CHOICE IN PUBLIC AND PRIVATE SECONDARY SCHOOLS IN KISII CENTRAL DISTRICT KENYA

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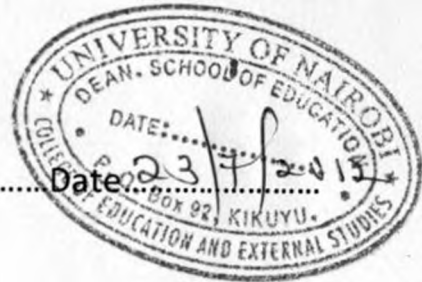
2012

DECLARATION

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

Signature...~~PWanyama~~..Date...16/07/12...

BERNARD WASILWA WANYAMA

This research project has been submitted for examination with my approval as the university supervisor.

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DEDICATION

This research project is dedicated to my parents, Epainito Wanyama Wamocho and Priscilla Nasenya Wanyama. Thank you for the opportunities you have given me in life.

ACKNOWLEDGEMENTS

First, I thank God for his love and care during the period I was undertaking this study. He gave me the strength to carry on enabling me to complete this research.

With profound gratitude, I thank my supervisor Prof. Samson Gunga for his critical comments, which enabled me, improve this research from its formative stages to the current form. Insights from Mr. Daniel Gakunga, lecturer comparative and contemporary issues (UON), Mr. Patrick Wandili, colleague (UON), Mr. Adolf Rwenyo and Mr. Justus Omai colleagues at St. Johns Nyamagwa Boys were instrumental in fine-tuning this research.

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LIST OF ABBREVIATIONS AND ACRONYMS

EFA	Education for All
ICT	Information Communication Technology
JAB	Joint admissions board
KCSE	Kenya Certificate of Secondary Education
MOE	Ministry of Education
MOHEST	Ministry of Higher Education Science and Technology
MOPAND	Ministry of Planning and National Development
SPSS	Statistical Package for Social Sciences
TIVET	Technical Industrial Vocational Entrepreneur Training
UNESCO	United Nations Education Scientific and Cultural Organization
UON	University of Nairobi
WWW	World Wide Web

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ABSTRACT

This study determined the factors that influence students' career choice in public and private secondary schools in Kisii central district, Kenya. Previous studies generally covered non-learner related factors but learner related factors were never given attention. It was in this perspective that the research specifically looked at the students' perspective and compared them since differences in public and private secondary schools exist due to learner exposure to different information and knowledge forums.

The study sought to establish and recommend ways of redesigning career-counseling departments in secondary schools in order to conform to the new development. This was in view of the fact that globalization, information technology, the internet, World Wide Web and robust media bring students position into the picture hence students are more informed than previously.

The study was conducted through both qualitative and quantitative approaches. Data was collected in June 2011, using questionnaire technique from 180 students randomly selected from public and private secondary schools. It was analyzed using descriptive statistics thus frequency, percentage, and presented in comparative tables.

The study established that students in public schools stood a better chance of making informed career choice because of accessibility to print media and the internet. It further established that peer pressure is a determinant of career choice; gender stereotyping is more in private secondary schools and career expectations influence career choice.

The study concludes that career choice is mainly influenced by information from mass media, peer influence, and students' career expectations. It recommends that there is a great need to redesign career departments and that there is great need to provide career information through internet and print media for both teachers and students in secondary schools.

CHAPTER ONE

INTRODUCTION

1.0. Background to the study

A handbook, Republic of Kenya, (1987), outlined the task of recreating order in the development of young people so as to put a measure of predictability on the future. The welfare and learning of all children must be the concern of all schools and every classroom should be capable of nurturing the child. The task of building the skills needed for smooth transition into adulthood must be a prime concern of African education systems.

The rapid increase in educated unemployed over the recent past years coupled with daily advertisements of diverse job opportunities in the labour market shows that there is a mismatch between what the educational institutions are training and job market needs. Godia, (2011) pointed out that the skills acquired and the demands of the job market are a major concern. This is because; research confirms that results of education do not meet the employers' expectations (Nabi&Bagley, 1999, Lange, Ottens &Taylor, 2000). Members of the business and ICT industry readily complain when they think learning institutions are not meeting their needs. Dimmock&Walker, (2005) observe that in globalizing and internalizing world, it is not only business and industry that are changing; education too is caught up in that new order.

Mutie & Ndambuki, (1999) argued that many students are usually confused on what careers to select especially after secondary school. Even those in colleges and Technical Industrial Vocational and Entrepreneurship Training (TIVET), career choices still become a hard task to perform. They further observed that there are those who dream of studying or pursuing various career paths but do not know what they entail, or which subjects are important in order to pursue certain careers despite the existence of career guidance in schools.

High acceleration in globalization due to a political and ideological environment has favoured rapid advances in technological innovation (Hallak, 1998). The essence of this scenario is that career trends are also changing to cope up with the effects of globalization.

Success in secondary school in Kenya is usually measured in terms of attributes such as competitiveness, independence of thought, and active participation (Eshiwani, 1993). He further pointed out that society places value on some jobs. However, society has made significant progress in reducing some of the barriers confronting girls who choose traditionally male dominated courses or jobs, because these are usually higher in status and higher paying jobs. Girls making these male dominated choices are seen as 'moving up.' Less progress has been made in addressing the barriers confronting boys who choose courses that the society consider 'girls' staff (Bailey &Campbell, 1999).

They further argued that society continue valuing activities traditionally done by men more than those done by women i.e. supportive of a girl who want to be assertive and become a banker than the boy who wants to be a childcare worker.

During the interaction in class, teachers' expectations and attitudes are communicated to students. Since the students identify themselves to the school, their academic self-perceptions are developed during interaction with teachers in class and the teachers may have profound influence on the performance of these students. In this way, the teachers may create a self-fulfilling prophecy (Peavy, 2004).

On the other hand, Gunga & Ricketts, (2008) pointed out that the sources of information have increased and students meet peers from diverse backgrounds. As they enter into formal education, the experiences acquired from the informal sector dominate the learning environment. Since the influence of informal education is not within the teachers' control, his or her efforts will be either rewarded by 'positive' learner experiences or hampered by the 'negative' ones.

Gacuthu, et al, (2004) argued that many young people in Kenya encounter problems when choosing careers. As societies become more urbanized and parents become involved in pursuing careers (Quek &Knudson-Martin, 2006), parental influence on their children diminishes. Parents and their roles are no longer the most obvious objects of identification.

Their roles have been taken, in part, by superficially much more attractive film and television heroes and football stars and therefore the authority of parents over their children is on the decline (Wardekker, 2001).

The extent of parental influence and control is increasingly related to the values of specific parent, as children get multiple influences and value messages from several sectors of the society (Padilla-Walker &Thompson, 2005). There is no rule governing access to content from most agents of non-formal and informal education since both adults and children share the same resources.

According to research carried out by Mutie &Ndambuki (1999), Eshiwani (1993), Peavy (2004) , and Gacuthu, et al (2004), It was indicated that career choices were influenced by both parents and teachers ways of guidance. However, globalization, information technology, the internet, World Wide Web (WWW), and robust media bring students position into the picture. Students are more informed than previously yet learner related factors that influence career choice have not been given attention. Equally, no comparative study on the same factors have been conducted despite the fact that differences in public and private secondary schools exist due to learner exposure to different information and knowledge forums. Therefore, there is need to re-design career guidance procedures in public and private secondary schools in order to conform to the new developments.

1.1. Statement of the problem

According to Maddy-Bernstein (2000), schools contribute in a number of ways to the continuation of inequalities in society. Highly valued skills and knowledge are those that are highly rewarded in adult life. Students without these skills and knowledge are unable to compete with others in employment, remain confined to specific careers, and thus remain outside the decision and policy-making process. The whole cycle is repeated when there is lack of alternative role models for these students. In these ways, inequalities in education through career choice are a contributory factor to the perpetuation of social, economic, and political inequalities in the society.

It can be demonstrated that several factors influence students' career choice in public and private secondary schools. It can also be seen that there is often conflict of interests amongst parents, teachers, and students in terms of career choice. Previous studies generally covered non-learner related factors but learner related factors were never given attention. Equally, previous studies never compared the factors that influence students' career choice in public and private secondary schools.

It was in this perspective that the research specifically looked at the student's perspective on the factors that influence career choice and compared them in public and private secondary schools in Kenya.

1.2. Purpose of the study

The purpose of the study was to identify the factors that influence students' career choice and compare them in public and private secondary schools in Kisii central district in Kenya.

1.3. Objectives of the study

The objectives of this study were to:

i. Establish the influence of mass media on students' career choice in public and private secondary schools.

ii. Determine the effects of peer influence on students' career choice in public and private secondary schools.

iii. Establish if gender influence students' career choice in public and private secondary schools.

iv. Establish if students' career expectations influence career choice in public and private secondary schools.

1.4. Research questions

This study answered the following questions:

i. Does mass media influence students' career choice in public and private secondary schools?

ii.   What are the effects of peer influence on the students' career choice in public and

        private secondary schools?

iii.   Does gender influence students' career choice in public and private secondary schools?

iv.   Do students' career expectations influence career choice in public and private secondary

        schools?

1.5. Rationale for the study

The importance of career choice, its overall input in the student's life and its impact to the

general society cannot be overemphasized. Career guidance is a major factor that affects nearly

all students in public and private schools. For the maximum output of student's ability in the job

market, career guidance must form an essential part of the school's objectives.

The researcher hopes that this study will be of great importance to policy makers, Ministry of

Education, Ministry of Higher Education Science and Technology, School Managers, Career

teachers, Students, Parents, and the general population.

1.6. Scope of study

This study was concerned with factors that influence students' career choice in public and

private secondary schools. It was conducted in Kisii central district, Kisii County in Kenya

between May and August 2011 using descriptive survey design. The study was conducted in 10

public and five private selected secondary schools in three divisions of Kisii central district. The

researcher used questionnaires to collect data. The study specifically determined the influence

of mass media on students' career choice in public and private secondary schools, the effects of peer influence on students' career choice in public and private secondary schools. The study also established how gender influence students' career choice in public and private secondary schools and how students' career expectations influence career choice in public and private secondary schools.

1.7. Limitations of the study

The choice of one district in Kenya, Kisii central was with the assumption that the research findings were to be replicated in other districts. Equally, there were 45 secondary schools in three divisions of Kisii central district but due to limited resources; the research was limited to 15 schools. Apart from that, there were many public secondary schools and few private ones in Kisii central district hence the target numbers of schools for the study were not equal. These limitations can be taken as cornerstones for further research studies in the future.

1.8. Definition of significant terms

Career

Career means a long-term or life-long job; or a profession for life.

Career choice

Selection on a type of occupation or profession

Career expectations

Hopes, which a student has of how his /her career will develop in terms of matters such as being employed, promotion and salary.

Career guidance

Providing information that help one in pursuing the right courses, in the right colleges or institutions and guide in choosing a suitable career

Formal education

The process of training and developing people in knowledge, skills, mind, and character in a structured and certified programme

Gender

The social roles and responsibilities that are believed to belong to men and women within a particular social group. They are created by a society and are learned from one generation to the next as part of the society's culture.

Globalization

Means a process by which regional economic, societies, and cultures have become integrated through a global network of communication, transportation, and trade.

Informal education

Is a kind of education that one gets subconsciously in the society. Much of what people learn take place outside the schools in places such as the family, neighbourhood, community, leadership, peer groups, religious institutions, work, recreation, newspapers, television, radio, and the internet.

Information communication and technology

Technology arising from scientific and technological processes in computer science, technology and enables storage, processing, retrieving and dissemination in text, sound and video form.

Internet

Is a massive network of networks, a networking infrastructure. It connects millions of computers together globally, forming a network in which any computer can communicate with any other computer as long as they are both connected to the internet. Information that travels over the internet does so via a variety of languages called protocols.

Mass media

Will mean collectively all media technologies including the internet, television, newspaper, and radio which are used for mass communication and the organizations which control these technologies.

Peer pressure

This is the influence exerted by a peer group in encouraging a person to change his or her attitudes, values, or behavior in order to conform to groups' norms.

Print media

Include all newspapers, newsletters, booklets, pamphlets, magazines and other printed publications especially those that sell advertising space as a means of raising revenue.

World Wide Web

Is a way of accessing information over the medium of the internet. It is an information-sharing model that is built on top of the internet and the protocol it uses is only one of the languages spoken over the internet to transmit data.

1.9 .Organization of the study

The study had five chapters. Chapter one which is the introduction consist of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, rationale, scope of the study, limitations of the study, definition of significant terms and organization of the study.

Chapter two deals with literature review that was related to the study and conceptual framework. Chapter three describes the methodology used in the study. It comprises of research design, location of the study, target population, sample and sampling procedure, data collection instruments, data analysis, the findings and ethical considerations. Chapter four comprises of data presentation, analysis and interpretation while chapter five comprises of the research summary, conclusions and recommendations.

LITERATURE REVIEW

2.0. Introduction

This chapter discussed the literature related to the factors that influence students' career choice in public and private secondary schools. It particularly focused on how mass media influence students' career choice, the effects of peer influence on students' career choice, how gender influence students' career choice, and how students' career expectations influence career choice in public and private secondary schools. These were considered the pillars of the study.

In this chapter, the researcher reviewed literature related to factors and students' career choice. The review was conceptualized under the objectives of the study. It focused mainly on mass media, peer influence, gender and students' career expectations and their relationship with students' career choice.

2.1. Mass media and students' career choice

Mass media collectively meant all media technologies including the internet, television, newspaper, and radio which are used for mass communication and the organizations, which control these technologies. Much of what people learn takes place outside the school through newspapers, television, radio, and the Internet. They contribute in language and habit

formation, character development, orientation of dispositions, emotional and psychosocial

stability (Cohen, 2004).

The current efforts in integrating ICT in all sectors of the society have elevated the influence of

mass media. Although it is expected that the content from mass media should be regulated by

the socio-cultural norms, religious commitments and secular law, there is need for an

intentional effort to ensure that such content is in conformity with the principles of education.

In the online, the student is free to search for information on the Internet, and this is a clear

basis that it affects the career choice (Kohn, 2004).

According to Gunga & Ricketts, (2008), the educational promise of the Internet is real. The

cluster of technologies that constitute the Internet powerfully reinforces and extends some of

the most effective traditional forms of teaching and guidance. The impact of the Internet in

education is more dynamic and pervasive than that of any previous breakthrough in

information technology. Consequently, the teacher is not the only driving force in the class

interactions. The place of the teacher as a guide, counselor, and facilitator on career choice

therefore requires sustained attention.

From the foregoing review, it was evident that the researches carried out by Cohen (2004),

Kohn (2004), and Gunga & Ricketts (2008) agreed in general that mass media contributed to

character development, language, and habit formation. They also agreed that students were free to search for information on the internet and therefore the role of the teacher as a guide, counselor, and facilitator on career choice required sustained attention. The researcher was of the view that the influence of mass media on students' career choice had not been addressed.

The earlier researches had not analyzed their findings from a comparative point of view because they concentrated on students in general but not in different categories of public and private secondary schools.

2.2. Peer influence and students' career choice

Peer influence is the influence exerted by friends in encouraging a person to change his or her attitudes, values, or behavior in order to conform to groups' norms. Peer pressure is probably the single biggest determinant of a career choice in any group of young people with a shared sub-culture. Every generation of students in a given school, and probably even several generations adopt certain careers as the ideal or ultimate choice. As a result, many of them, including those with no aptitude for revered career, aspire to it often at the expense of equally substantive options that they would better suit for and be happier at (Masara, 2010).

Sources of information have increased and learners encounter peers from diverse backgrounds. As they enter into the formal education, the experiences acquired from the informal sector dominate the learning environment. The teacher is expected to build on such experiences by harmonizing the guidance goals of the learner to contribute towards achieving the objectives of the career guidance. This is on the assumption that the diverse experiences learners bring to

the educational environment are not contradictory either to the teacher's objectives or to individual student's personal expectations (Wardekker, 2001).

In light of the above review by Masara(2010)and Wardekker (2001), it was the researchers' view that these studies did not address in details how peer pressure influences students' career choice. For instance, they brought in the teachers' objective, which is a non- learner related factor. Again, in this case, the above-mentioned studies did not address the peer influence as a learner related factor and did not show this from a comparative perspective of public and private secondary schools. Thus, this study intended to fill in this gap as well.

2.3. Gender and students' career choice

Gender refers to the social roles and responsibilities that are believed to belong to men and women within a particular social group (UNESCO, 2003). Gender roles are created by a society and are learnt from one generation to the next as part of the society's culture.

The 2000 education for all (EFA) assessment revealed that progress had been made in improving access to education. However, in many cases, little or no success had been achieved in narrowing the gender gap. Disparities persisted between girls and boys in access, retention, and learning achievement. In most countries, girls are disadvantaged. However, in some cases, and increasingly, boys are more disadvantaged than girls are in educational systems (UNESCO, 2003).

In view of the foregoing review, it is the researchers' view that the gender factor addressed by earlier studies did not address how gender affected students' career choice in public and private secondary schools. The study looked at the disparities that persisted between girls and boys in terms of access, retention, and learning achievements but did not address how the students' gender influenced his or her career choice hence the importance of this study.

2.4. Students' career expectations and career choice

Career expectations are hopes that a student has or how his/ her career will develop in terms of employment, promotion, and salary. Students will only aspire for careers that they view are available and attainable (Masara, 2010).

In a country without an outer space programme, students' whose career preference is to be an astronaut is likely to give up and aspire to alternatives. He further points out that students from socially and economically disadvantaged groups have humble aspirations. Those from families where there is a tradition for further education, tend to follow the footsteps of their elder siblings (Masara, 2010).

Monetary and material reward is a very important determinant of career choice (Kiithyo &Petrina, 2002). This is so in developing countries such as Kenya where individuals and families are still struggling with the fundamental issues of survival such as food, shelter, education, and healthcare. Most young people will aspire to a career that will bring a handsome salary and perquisites. They further point out that a perception of marketability is another significant

factor that influences student's career choice. The question "How marketable is it?" is frequently put to teachers by students seeking career guidance. This is readily understood to mean, "How readily will I obtain a well-paying job after going through this programme?" the careers that are perceived to be marketable will be aggressively pursued, and those that are perceived not to be will not be selected.

From the foregoing studies by Masara (2010), and Kiithyo & Petrina (2002, it is generally established that students' career expectations influences the choice that they make. However, it is the researchers' opinion that although earlier studies show how students' career expectations influences career choice, they do not show if there are any difference in the expectations for students in public schools from those in private schools.

2.5. Other factors and career choice

Other factors related to the study include, parental and teacher influence and career choice.

2.5.1. Parental influence and career choice

The extents to which the parents advise their children differ from home to home. Some students avoid discussing careers with their parents because the parents lack formal education. Parents have a feeling that they should tell the students what to choose. This is expected in families of low social economic status and parents with limited education (Osoro et al, 2000). Some parents cannot help their children because they do not understand the requirements of various careers. They further pointed out that many young people will be subtly pressurized

into a given career by parents and guardians and other persons in positions of moral superiority over them. Young people may therefore find themselves pushed into living their parent's life or attempting to live the life that their parents wished to but never had a chance.

2.5.2. Teacher influence and career choice

Kiithyo &Petrina, (2002) pointed out that student select subjects for their certification during the Kenya Certificate of Secondary Education (KCSE) when they are in form two. They select subjects primarily based on academic performance and this determines what type of careers open to them. Each career has prerequisite subjects and those who abandon these subjects in form two are effectively excluded from that career.

From the studies done on career choice since 2000 up to date, it is evident that several factors influence students' career choice. Osoro, et el (2000), and Kiithyo & Petrina, (2002), highlighted the factors such as lack of effective career guidance in schools when students are selecting subjects in form two, and parental influence.

It is the researchers' view that although the studies have addressed many factors that influence career choice; these studies left out real learner related ones. That is, they have not shown clearly how mass media, peer influence, gender, and students' career expectations influence students' career choice.

Thus in regard to these studies, the researcher is of the opinion that the factors addressed by these studies need to be looked into in a more focused way in the light of understanding the learner related factors that influence career choice in public and private secondary schools.

2.6. Conceptual framework

The study wanted to find out the factors that influence students' career choice in public and private secondary schools in Kisii central district Kenya. The variables were the factors identified in relation to career choice. They are presented in figure 2.1. The conceptual framework provides a map for understanding the origins of career guidance and the dilemma it is now facing. Fundamental to understanding this framework is the notion that each system is open, and is subject to influence from outside and may influence that which is beyond its boundaries.

In the study, factors such as students' career expectations and career information from mass media are assumed to be influenced by factors like peer pressure as students make their career choices. The study proposed that career guidance matched with career information from the labour market influence students' career choices. Then through formal education and training, the students discover their career paths leading to making informed career choices.
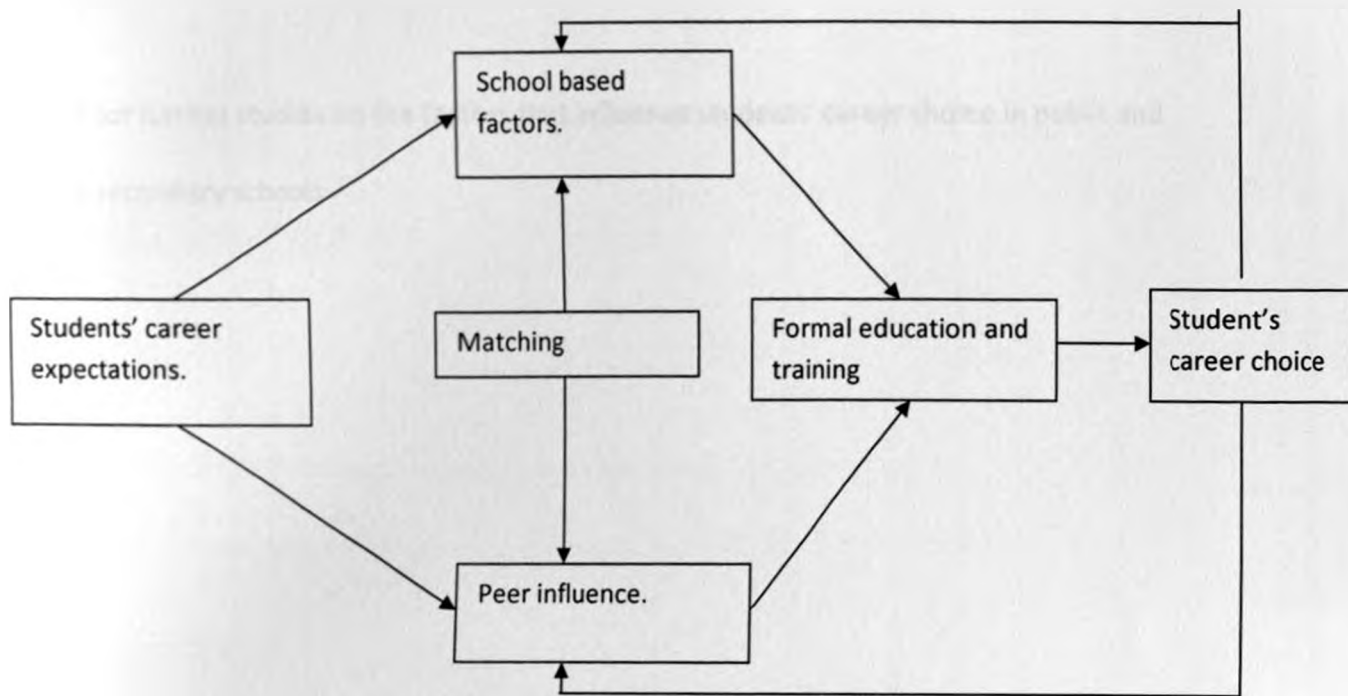
2.1. The conceptual framework for the study.

2.7. Summary

From the foregoing discussions, it is evident that earlier studies that addressed career choice concentrated on non-learner related factors. It is clear that very little research has been done on learner related factors in general and particularly in Kenya. No comparative studies have been done on factors that influence students' career choice in public and private secondary schools.

The factors identified in earlier studies focused on non-learner related factors that influence career choice. It is evident that earlier studies did not address the mass media and career choice, peer influence and career choice, gender and career choice, and students' career expectations and career choice. This study endeavored to fill these gaps and will act as eye

opener for further studies on the factors that influence students' career choice in public and

private secondary schools

<center>**CHAPTER THREE**</center>

RESEARCH METHODOLOGY

3.0. Introduction

This chapter is geared towards describing the research design, location of the study, target

population, sample and sampling procedure, data collection, data analysis and ethical issues.

3.1. Research design

Research design is a scheme, outline, or plan that is used to generate answers to research

problems (Orodho, 2004). It constitutes the blue print for the collection, measurement, and

analysis of data (Kothari, 2003).This study used both qualitative and quantitative approaches.

This was decided based on the truth that both approaches could be used to facilitate each

other. The use of questionnaires helped to generalize the findings because the information was

presented quantitatively. Another reason for using both approaches was to assert the idea of

triangulation thus enhance the reliability and validity of the data collected.

Qualitative research is a process for producing new knowledge about the world around us in

more structured, organized, and systematic ways (UNESCO, 2005). It involves descriptive survey

by seeking to describe and analyze the culture and behavior of human beings and their groups

from the point of view of those being studied. It relies on a research strategy that is flexible and

feelings and insights are considered important (Tromp & Kombo, 2006).

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The major purpose of descriptive survey design is description of the state of affairs, as it exists and the researcher reports the findings. Descriptive studies are not only restricted to fact-findings but also may often result in the formation of important principles of knowledge and solution to significant problems. It is more than just collection of data. It involves measurement, classification, analysis, comparison, and interpretation of data (Orodho, 2004).

UNESCO, (2005) pointed out that qualitative research is a process that tries to understand the context in which decisions, actions, and events occur. It aims to be cumulative, to describe a situation and factors underlying and guiding it, over different times and in different circumstances. This was suitable to the study as the researcher intended to identify the factors that influence students' career choice and compare them in public and private schools.

Qualitative research is holistic and focuses on collecting a variety of in-depth information so that the researcher is able to see behind a person's surface behavior to his or her expectations, beliefs and intentions that determine it. Equally, qualitative research assumes that people rarely act, or fail to act, for only one reason. It tries to untangle the subtle differences in attitudes, values, and expectations as well as conditions in wider school, family, and community environments to understand how those interact to determine what people do (UNESCO, 2005).

Qualitative research also assumes that people generally act logically according to the world as they see it. Furthermore, the qualitative approach is suitable in collection of in-depth information something, which quantitative approach lacks (Patton, 2002, Cozby, 2007) .It, can highlight "hidden" factors and bring them into the spotlight. For example, students themselves

may deny that they are biased in terms of career selection and they may be quite truthful that this is what they believe. It is difficult for them to see a 'problem' when it has become normal, ingrained part of their lives. However, asking probing questions can cause them to reflect, reconsider, and look more closely at their own assumptions hence the design was the most suitable in the study.

Qualitative analysis is important for looking at and answering the question; "What is the result of doing that, in this particular time and place, and with this particular group of people?" Above all, qualitative research explained why certain phenomenon were happening e.g., why students were choosing certain careers and not others and this was the purpose of the study.

Descriptive survey design was used in this study because it provided a means to contextually interpret and understand the students' perception about factors that influence their career choice. The design was also open and flexible since it helped to approach and successfully manage the inherent complexity of the interactions of students. More specifically, it was more useful in measuring students' attitudes, opinions, habits, and orientations in a large population like the one the researcher studied.

3.2. Location of study

This study was conducted in Kisii central district. The district is one of the 10 districts that form the greater Kisii county of Kenya. It boarders Nyamira district to the west, Rachuonyo district to

the north, Masaba district to the South East and Gucha district to the south. The district covers

a total area of 361.0 Km^2.

It is divided into four administrative divisions namely Getembe, Keumbu, Mosocho, and Kiogoro

and two constituencies namely Kitutu Chache and Nyaribari Chache. The transport and

communication system is good with tarmac roads linking the divisions. Social-economic

activities of the people are livestock rearing and crop farming. Predominantly, Christians are the

inhabitants of the district and the population is densely populated (MOPAND, 2009).

The district was specifically chosen because of its accessibility, large number of public and

private secondary schools and due to its social set-up that carter for urban and rural settings.

The ideal setting for a study should be easily accessible to the researcher and should be that

which permits instant rapport with the respondents (Singleton, 1993).

3.3. Target population

The quality of data depends much on the quality of the population in which the sample is

drawn. Population therefore is the universe unit from which the sample is to be selected while

the sample is the segment that is selected for investigation (Bryman, 2004). It can only be

possible to assess how representative a sample is, if the identification of the total population is

done prior to the sample (Cohen et al, 2007).

As it is stated before, this study investigated the factors that influence students' career choice

in public and private secondary schools in Kisii central district Kenya. The population of this

study was subjected to this purpose. For that reason therefore, the population for the study was secondary students in Kisii central district.

Since it was impossible and uneconomical to study the whole population, a sample was carefully chosen from the target population as it is shown in the following section.

3.4. Sample and sampling procedure

A sample is a small portion of the target population. Sampling is the selection of a given number of subjects from a defined population as a representative of that population. Any statements about that particular sample should also be true of the population (Orodho, 2002).

One of the most important things in the research process is to select the sample of individuals who will participate in the study (Oso & Onen, 2008). It is important to select people who want to participate in the investigation.

The research used a stratified random sampling to select 15 Secondary schools from three divisions namely, Getembe, Mosocho, and Kiogoro to participate in the study. Keumbu division was excluded since there was no private school in the entire division. 10 public and five private schools were sampled thus proportionate stratification. Stratified random sampling have the advantage of providing greater precision, requires a smaller sample, which saves money and guard against an "unrepresentative" sample (Patton, 2002). Using simple random sampling, 12 students were selected from each school comprising three students each from forms one to four.

Simple random sampling is the most basic form of probability sample in which each member

has equal chance to be included in the sample (Bryman, 2004). With random sampling

therefore, there is no opportunity for human bias that can manifest itself. The selection of who

to be in the sample is entirely mechanical. The power of random sampling is derived from

statistical probability theory and thus it permits confidence generalization from the sample to

the larger population it represents (Patton, 2000).

The entire sampling matrix yielded a total sample size of 180 for the proposed study as shown

by the table 3.1 sample matrix.

Table 3.1: Sample matrix

Category of the school.	Division.	Number of schools.	Number of schools sampled.	Number of students sampled.
Public	Getembe	08	03	36
	Mosocho	14	04	48
	Kiogoro	08	03	36
Private	Getembe	08	03	36
	Mosocho	03	01	12
	Kiogoro	04	01	12
Total	03	45	15	180

3.5. Data collection instruments

The researcher dedicated one week in developing research instruments, which were used to collect the necessary information and obtained accurate and valid data e.g. developing, testing and mapping various tools and establishing rapport with the study secondary schools in sample areas.

The research instrument that was used in data collection was a questionnaire method. It comprised both demographic data such as, gender, class and targeted questions to factors that influence students' career choice in public and private secondary schools.

A questionnaire helps to enhance comparability of answers and reduce variability (Bryman, 2004). The use of questionnaire in this study enabled the researcher to make generality of results found in this study. The questionnaire composed of both closed and open-ended questions. The closed ended questions prescribed a range of responses from which a respondent choose. Since closed ended questions do not allow room for the respondent to air their views, some open-ended questions were added. These questions enabled the students to respond to the question by using their own views, feelings, and opinion concerning what they were asked.

3.6. Piloting

Prior to the main research, the researcher pre-tested the questionnaire using one school, which was not included in the final sample. The purpose of the pilot study was to enable the researcher improve the validity and reliability of the instrument, familiarize with its administration and to address other ethical issues that arose.

The piloted questionnaire was assessed for clarity and those items found to be inadequate and vague were modified to improve the quality of the research instrument thereby increasing its validity.

Validity was also improved through expert judgment. As such, the researcher had to seek guidance from his supervisor in order to improve content validity.

3.7. Data collection procedure

The data collection commenced after approval of the research proposal and issuance of a letter of introduction by University of Nairobi (UON). After this, the researcher met the respective career teachers to pave way for the administering of the questionnaires.

The researcher personally administered the pilot and modified questionnaire to the sample students. This enabled the researcher to clarify any area of the questionnaire that was not clear to the respondents. The schools forming the sample were coded using numbers from 1 to 15

3.8. Data analysis

The data collected from the field was analyzed using descriptive statistics such as frequency distribution and percentage. In addition, the comparative tables showing frequencies were used. After appropriately coding, the data was entered in the computer and Statistical Package for Social Sciences (SPSS) was used to analyze data.

The open-ended items were analyzed and presented thematically. From the results of the data analyzed, discussion, recommendations, and conclusions were made. It was upon the research findings that the researcher had to seek and establish whether the objectives of the study were achieved and identified other aspects relevant for future studies.

3.9. Findings

At the end of the study, the researcher outlined the factors that influence students' career choice and compared them in public and private secondary schools. The factors helped the researcher to offer suggestions on how to re-design career guidance in schools.

The researcher offered information to policy makers on the impact of career guidance departments on career choice and ultimately the future aspirations of secondary school students in Kenya.

3.10. Ethical consideration

Each stage of research might raise the issue of ethics because carrying out educational research, involves dialogues that is informed by the social and moral frameworks (Bush, 2002). In implementing such research, contravening the rights of participants involved must be avoided.

The researcher while collecting data considered all ethical issues that arose. As pointed out in the piloting section, during pre-testing of the questionnaires, all the ethical issues were addressed before commencement of data collection. The researcher used voluntary participation in collecting data where the respondents were informed on all the issues relating to the research. Respondents and schools confidentiality was addressed and respected.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.0. Introduction

This chapter presents findings of the study. The responses from the subjects were compiled

into frequencies, converted into percentages, and presented in tabular form. This was to

facilitate analysis and interpretation of the factors that influence students' career choice in

public and private secondary schools in Kisii Central district, Kenya. Analysis was done based on

each question asked by the researcher in the questionnaire.

However, the findings and interpretations were done based on study objectives and research

questions. The open-ended items that did not limit the respondents to one response but

allowed them to give as many responses as they could were categorized and findings presented

in frequency and percentage tables.

4.1: The questionnaire return rate

The researcher had targeted 180 students for the study and issued 180 questionnaires of which

all 180 were returned forming 100% return rate.

The following are the findings of the research.

4.2. Demographic information

Frequencies and percentage were used to describe the demographic data of the respondents in the study. Respondents were asked to indicate their gender. Table 4.1 presents the gender of the respondents.

Table 4.1: Gender of respondents

Gender	Public schools		Private schools	
	Frequency	Percentage	Frequency	Percentage
Male	61	50.8	29	48.3
Female	59	49.2	31	51.7
Total	120	100	60	100

From table 4.1 above, 50.8 percent of the respondents in public schools were males, while 49.2 percent were females. Equally, 51.7 percent of the respondents were females and 48.3 percent males were sampled from private schools. Table 4.2 below presents the number of students in each category of school

Table 4.2: Number of students in each category of school

Category of school	Frequency	percentage
public	120	66.7
private	60	33.3
Total	180	100

From table 4.2 above, 66.7 percent of the students were from public schools while 33.3 percent were from private schools giving a total of 100 percent from both public and private schools in Kisii central district. Table 4.3 below presents sources that give information on careers.

4.3. Mass media and students career choice

The study sought to establish whether mass media influences students' career choice in public and private secondary schools.

Table 4.3: Sources that give information on careers

sources	Public schools		Private schools	
	Frequency	Percentage	Frequency	Percentage
Radio	10	08.3	14	23.3
Television	08	06.7	24	40
Internet	56	46.7	10	16.7
Print media	46	38.3	12	20
Total	120	100	60	100

From table 4.3 above, 46.7 percent of the respondents from public schools stated that internet gives more information. 40 percent of the respondents from the private schools indicated the use of television as a reliable source.38.3 percent of respondents from public schools indicated the print media as a source of information on careers while 23.3 percent from private schools relied entirely on radio. 20 percent of the respondents from private schools indicated the use of print media and 16.7 percent from private schools indicated the use of the internet as a source of getting information on careers.

8.3 percent from public schools indicated the use of radio and the last 6.7 percent from public schools stated the use of television as a source of career information. This finding agrees with Gunga & Ricketts (2008) who pointed out that the sources of information have increased and students meet peers from diverse backgrounds. Table 4.4 below presents the time that students have spent over the past few months listening or reading about careers.

Table 4.4: Time that students have spent over the past few months listening or reading about careers

Time taken	Public schools		Private schools	
	Frequency	Percentage	Frequency	Percentage
Less than an hour	20	16.7	9	15
About an hour	30	25	20	33.3
More than an hour	65	54	27	45
Not at all	4	3.3	1	1.7
Undecided	1	1	3	5
Total	120	100	60	100

From table 4.4 above, 54 percent of the respondents from public schools indicated more than an hour in reading or listening about careers, 45 percent from private schools indicated more than an hour while 33.3 percent from private schools stated about an hour while 25 percent from public schools stated about an hour. 16.7 percent of the respondents from public schools indicated less than an hour while 15 percent from private schools indicated the same time. 5 percent of the respondents from private schools were undecided, 3.3 percent from public schools indicated that they never spent any time reading or listening about careers and 1.7 percent from private schools also did not spent any time on the same. One percent of the

respondents from public schools were undecided. This information agrees with Cohen (2004) which states that mass media contribute in language and habit formation, character development, emotional and psychological stability. Table 4.5 below presents the time spent listening or reading to media about determining goals for continuing education or employability skills.

Table 4.5: Time spent reading or listening to media about determining goals for continuing education or employability skills

Time spent	Public schools		Private schools	
	Frequency	Percentage	Frequency	Percentage
A lot	84	70	34	56.7
Some	24	20	12	20
A little	11	09	11	18.3
Not at all	1	1	3	05
Total	120	100	60	100

From table 4.5 above, 70 percent of the respondents from public schools indicated that they spent a lot of time reading or listening to media about determining goals for continuing education or employability skills. 56.7 percent from private schools spent a lot of time. 20 percent from both public and private schools spent some time while 18.3 percent of the respondents from private schools spent a little time. 9 percent from public schools indicated that they spent a little time. 5 percent of the respondents from private schools indicated that

they did not spent any time while one percent of respondents from public schools did not spent any time at all reading or listening about determining goals for continuing education or employability skills. This agrees with Cohen (2004), Kohn (2004) and Gunga and Ricketts (2008) that mass media contributed to character development, language and habit formation. Table 4.6 below shows ICT with career planning.

Table 4.6: ICT with career planning

ICT with career planning	Public schools		Private schools	
	frequency	percentage	frequency	percentage
A great deal	94	78.3	37	61.7
A fair amount	16	13.3	7	11.6
somewhat	3	2.4	8	13.3
Not very much	6	5	4	6.7
Not at all	1	1	4	6.7
Total	120	100	60	100

From table 4.6 above, 78.3 percent of the respondents from public schools indicated that ICT have helped them a great deal with career planning. 61.7 percent from private schools indicate a great deal. 13.3 percent of the respondents from public schools indicated that ICT have helped them a fair amount while a similar percentage of the respondents from private schools indicate that somewhat ICT have assisted them with career planning. 11.6 percent from private schools indicated a fair amount. Further 6.7 percent of the respondents from private schools

indicated that ICT did not help them very much while a similar percentage from same

institutions indicated that ICT did not help them at all. Five percent of the respondents from

public schools indicated that ICT did not help them very much while 2.4 percent from same

institutions indicated that somewhat ICT helped them with career planning. One percent of

respondents from public schools indicated that ICT did not help them at all with career

planning. This agrees with Gunga and Ricketts (2008) that educational promise of the internet is

real. Table 4.7 below, presents rating of information from ICT on employment opportunities

Table 4.7: Rating information from ICT on employment opportunities

Rating information from ICT	Public schools		Private schools	
	Frequency	Percentage	Frequency	Percentage
Excellent	78	65	30	50
Pretty good	28	23.3	10	16.7
fair	11	9.2	17	28.3
poor	3	2.5	3	5
Total	120	100	60	100

From table 4.7 above, 65 percent of the respondents from public schools rate information from

ICT on employment opportunities as excellent. 50 percent of respondents from private schools

also rate the information as excellent. 28.3 percent of the respondents from private schools

rate it as fair while 23.3 percent from public schools rate it as pretty good. 16.7 percent from

Private schools also rate it as pretty good. 9.2 percent of the respondents from public schools rate information from ICT on employment opportunities as fair while 5 percent from private schools rate it as poor. 2.5 percent of respondents from public schools rate information from ICT on employment opportunities as poor. This further agrees with Gunga and Ricketts (2008) that educational promise of the internet is real. Table 4.8 below presents views on how careers of people seen or read on media have influenced the choice of career to pursue by students.

Table 4.8: How careers of people seen or read on media have influenced the choice of career to pursue

Careers of people in media	Public schools		Private schools	
	frequency	percentage	frequency	percentage
A lot	92	76.7	36	60
some	21	17.3	15	25
A little	6	5	7	11.7
Not at all	1	1	2	3.3
Total	120	100	60	100

From table 4.8 above, 76.7 percent of the respondents from public schools indicated that career of people seen or read on media have influenced them a lot on the choice of career to pursue. 60 percent from private schools have also been influenced a lot. 25 percent of the respondents from private schools indicated that careers of people seen or read on media have some influence on choice of career to pursue while 17.3 percent of the respondents from public

schools share similar views. 11.7 percent from private schools indicated that career of people seen or read on media have a little influence on the choice of career to pursue while 5 percent of respondents from public schools indicated a little influence. 3.3 percent from private schools indicated that career of people seen or read on media did not at all influence the choice of career to pursue while one percent of respondents from public schools share similar views. This therefore agrees with Cohen (2004), Kohn (2004) and Gunga and Ricketts (2008) that mass media contributed to character development, language and habit formation. Table 4.9 below shows whether schoolmates or classmates encourage them to take a career after secondary school education

4.4. Peer influence on students' career choice

The study further sought to establish the effects of peer influence on students' career choice in public and private secondary schools. Respondents were asked to indicate to what extent classmates or schoolmates encouraged them to take a career after the secondary school education and the following were the findings.

Table 4.9: Whether schoolmates or classmates encourage them to take a career after secondary school education

Influence from classmates.	Public schools		Private schools.	
	Frequency	Percentage	Frequency	Percentage
A lot	51	42.5	23	38.3
Some	54	45	29	48.4
A little	8	6.7	5	8.3
Not at all	7	5.8	3	5
Total	120	100	60	100

From table 4.9 above, 48.4 percent of the respondents from private schools indicated that they get some encouragement from schoolmates or classmates to take careers after secondary school education. 45 percent of respondents from public schools also get some encouragement to take a career. 42.5 percent from public schools get a lot of encouragement while 38.3 percent from private schools shares similar opinion. 8.3 percent of respondents from private schools get a little encouragement from schoolmates or classmates to take a career after secondary school education. 6.7 percent also get a little encouragement from schoolmates or classmates. 5.8 percent of respondents from public schools indicated that they did not at all get any encouragement from schoolmates or classmates while 5 percent of the respondents from private schools share a similar view. This agrees with Masara (2010) that every generation of students in a given school, and probably even several generations adopt certain careers as the

ideal or ultimate choice. Table 4.10 below presents opinion on peer pressure about what career to pursue

Table 4.10: Opinion on peer pressure about what career to pursue

Opinion on peer pressure	Public schools		Private schools	
	Frequency	Percentage	Frequency	Percentage
Very important	51	42.5	30	50
Somewhat important	36	30	12	20
Somewhat unimportant	12	10	7	11.7
Very unimportant	17	14.2	9	15
Undecided	4	3.3	2	3.3
Total	120	100	60	100

From table 4.10 above, 50 percent of the respondents from private schools had an opinion that peer pressure was very important on the career to pursue. 42.5 percent of the respondents from public schools indicated that peer pressure was very important. 30 percent from public schools indicated that it was somewhat important while 20 percent from private schools also indicated that it was somewhat important. 15 percent of the respondents from private schools indicated that peer pressure is very unimportant while 14.2 percent of the respondents from

public schools also indicated that it is very unimportant. 11.7 percent from private schools indicated that peer pressure was somewhat unimportant while 10 percent from public schools share the similar opinion. 3.3 percent of the respondents from both public and private schools were undecided. This agrees with Wardekker (2001) that sources of information have increased and learners encounter peers from diverse backgrounds. The experiences acquired from the informal sector dominate the learning environment. Table 4.11 below presents opinion on whether gender can influence decision about what career to choose.

4.5. Gender on students' career choice

The study further sought to establish the influence of gender on students' career choice. The study based the influence on respondents' opinion and the findings are shown in the table below.

Table 4.11: Opinion on whether gender can influence decision about what career to choose

Opinion on gender influence	Public schools		Private schools	
	Frequency	Percentage	Frequency	Percentage
Very important	35	29.2	18	30
Somewhat important	11	9.2	12	20
Somewhat unimportant	17	14.2	11	18.3
Very unimportant	53	44.2	19	31.7
Undecided	4	3.2	0	0
Total	120	100	60	100

From table 4.11 above, 44.2 percent of the respondents from public schools indicated that gender was very unimportant on the decision about what career to choose. 31.7 percent of respondents from private school indicated that gender was very unimportant. 30 percent from private schools indicated that gender was very important on the decision about what career to choose while 29.2 percent from public schools share a similar opinion. 20 percent of respondents from private schools indicated that gender was somewhat important 18.3 percent from private schools indicated that gender was somewhat unimportant while 14.2 percent of respondents from public schools share the same opinion. 9.2 percent of the respondents from

public schools indicated that gender was somewhat important while 3.2 percent from public

schools were undecided. Table 4.12 below presents opinion on whether one cannot consider

some career because of their gender.

Table 4.12: Opinion on whether one cannot consider some careers because of their gender

Gender and career	Public schools		Private schools	
	Frequency	Percentage	Frequency	Percentage
Yes	24	20	30	50
No	96	80	30	50
Total	120	100	60	100

From table 4.12 above, 80 percent of the respondents in public schools indicated that their

gender could not make them not to consider some careers. 50 percent of respondents from

private schools share similar opinion. A further 50 percent of respondents from private schools

indicated that their gender could make them not to consider some careers. 20 percent of the

respondents from public schools also indicated that their gender could make them not to

consider some careers.

The males indicated that secretarial, Nursing, and Food Nutrition and Dietetics (FOND) as

careers that they could not consider while females indicated engineering. This agrees with

Bailey& Campbell (1999) that society has made significant progress in reducing some of barriers

to gender equity. Table 4.13 below presents expectations after completing secondary

education.

4.6. Students' expectations on career choice

The study further sought to establish if students' expectations influence career choice.
Respondents were asked to describe what they expect to do after completing secondary
education. This was established as follows.

Table 4.13: Expectations after completing secondary education

Expectations after secondary.	Public schools		Private schools.	
	Frequency	Percentage	Frequency	Percentage
4- year university	113	94.2	54	90
2-year college	4	3.3	5	8.3
Work but not attend college.	2	1.7	1	1.7
Neither work nor attend college.	1	0.8	0	0
Total	120	100	60	100

From table 4.13 above, 94.2 percent of the respondents from public schools indicated
expectations of 4 years at the university while 90 percent of the respondents from private
schools indicated their expectations in 4 years at the university. 8.3 percent of respondents
from private schools stated expectations of 2 years at the college while 3.3 percent of

respondents from public schools stated expectations of 2 years at the college. 1.7 percent of both the respondents in public and private schools indicated expectations of working but not attend college. 0.8 percent of the respondents from public schools indicated the expectation of neither work nor attend college. This agrees with Masara (2010) and Kiithyo & Petrina (2002) that career expectations influences career choice. Table 4.14 presents decision about the type of career to pursue after school.

Table 4.14: Any decision about the type of career to pursue after school

Decision about career.	Public schools		Private schools	
	Frequency	Percentage	Frequency	Percentage
Yes	112	93.3	59	98.3
No	03	2.5	0	0
Undecided	05	4.2	1	1.7
Total	120	100	60	100

From table 4.14 above, 98.3 percent of the respondents in private schools indicated positively on the decision about career after school while 93.3 percent of respondents in public schools indicated the sane notion. 4.2 percent from public schools were undecided while 2.5 percent from public schools indicated no concerning the decision about career. 1.7 percent of the respondents from private schools were undecided. Table 4.15 below shows the main reason for choosing particular careers

Table 4.15: Main reason for choosing particular careers

Reason for choosing career	Public schools		Private schools	
	Frequency	Percentage	Frequency	Percentage
Something I like	17	14.2	7	11.7
Always been interested	37	30.8	12	20
Want to help people	36	30	25	41.7
Something I'm good at	18	15	7	11.7
Good field for a job	6	5	3	05
Good money	4	3	4	6.7
Personal growth	1	1	1	1.6
Interaction with people	1	1	1	1.6
Total	120	100	60	100

From table 4.15 above, 41.7 percent of the respondents from private schools indicated that they want to help people while 30.8 percent of the respondents from public schools indicated that they always been interested in careers that they choose. 30 percent of the respondents

from public schools indicated that they want to help people and 20 percent of the respondents from private schools indicated that they always been interested in careers that they choose.15 percent of respondents from public schools indicated something they were good at. 14.2 percent of respondents from public schools indicated something they like while 11.7 percent from private schools indicated something they are good at. A further 6.7 percent from private schools indicated careers that give good money. 5 percent of respondents from both public and private schools indicated that they choose good field for a job. A further 3 percent of respondents from public school indicated careers that give good money. 1.6 percent of respondents from private schools wanted careers that leads to personal growth while further 1.6 percent from same institutions wanted careers that makes them interact with people. One percent of respondents from public schools wanted careers that lead to personal growth while a further one percent from same institutions wanted careers that enable them to interact with people. This finding agrees with Masara (2010) that student' options in career choices would better suit them and make them happier. Table 4.16 below presents the preference of public university.

Table 4.16: Preference of public university

University of preference	Public schools		Private schools	
	Frequency	Percentage	Frequency	Percentage
University of Nairobi	60	50	30	50
Moi university	6	05	5	8.3
Kenyatta	37	30.8	15	25
Egerton	5	4.2	2	3.3
Jomo Kenyatta	10	08	5	8.3
Maseno	1	1	2	3.3
Masinde Muliro	1	1	1	1.8
Total	120	100	60	100

From the table 4.15 above, it is evident that 50 percent of students in public and private schools preferred to study in the University of Nairobi, while 30.8 percent of students in public schools and 25 percent of their counterparts in private schools preferred Kenyatta University. 8.3 percent of respondents from private schools preferred Moi University, 8 percent from public schools preferred Jomo Kenyatta University. A further 5 percent from public schools preferred Moi University while 4.2 percent from same type of institutions preferred Egerton. 3.3 percent of respondents from private schools preferred Maseno with similar percentage from private schools preferring Egerton. A further 1.8 percent from private schools prefers Masinde Muliro

University and one percent of respondents from public schools prefer Maseno University. One percent of respondents from public schools prefer Masinde Muliro University. Those who preferred particularly the University of Nairobi gave the following reasons for their preference, availability of teaching and learning resources, popularity, because it is the oldest university in Kenya, their role models studied in the same university, quality education, and international recognition. Other reasons highlighted included fewer strikes and because it is situated in the city. Table 4.17 below presents Engineering course that one would prefer to pursue

Table 4.17: Engineering course that one would prefer to pursue

Engineering course	Public schools		Private schools	
	Frequency	Percentage	Frequency	Percentage
Environmental and Biosystems	37	30.8	18	30
Agriculture and Biosystems	37	30.8	18	30
Agriculture	8	6.7	6	10
Biomechanical and processing	38	31.7	18	30
Any above	0	0	0	0
Total	120	100	60	100

From table 4.17 above, 30.8 percent of the respondents from public schools indicated that they would like to pursue Environmental and Biosystems. A similar percentage from public schools preferred to pursue Agriculture and Biosystems. 31.7 percent of the respondents from public schools preferred Biomechanical and processing while 30 percent of respondents from private schools preferred Environmental and Biosystems. A similar percentage in private schools preferred Agriculture and Biosystems. A further 30 percent of respondents from private schools preferred Biomechanical and processing. 6.7 percent from public schools preferred Agriculture. No respondent indicated none interest but all of them had interest in one course or the other. Table 4.18 below presents how pay and benefit influence decision about the career to pursue

Table 4.18: How pay and benefit influence decision about the career to pursue

Pay and benefit on career choice.	Public schools		Private schools	
	Frequency	Percentage	Frequency	Percentage
Very important	93	77.5	43	71.7
Somewhat important	16	13.3	10	16.7
Somewhat unimportant	7	5.8	4	6.6
Very unimportant	4	3.4	0	0
Undecided	0	0	3	5
Total	120	100	60	100

Form table 4.18 above, 77.5 percent of the respondents from public schools indicated that pay

and benefit on career choice is very important while 71.7 percent of the respondents from the

private schools indicated the same notion. 16.7 percent from private schools indicated that pay

and benefit on career choice is somewhat important while 13.3 percent of their counterparts in

public schools share the same notion. 6.6 percent of respondents from private schools

indicated that pay and benefit on career choice is somewhat unimportant while 5.8 percent of

respondents from public schools indicated the same notion. 5 percent of respondents from

private schools were undecided while 3.4 percent of respondents from public schools indicated

that pay and benefit on career choice is very unimportant. This finding agrees with Kiithyo &

Petrina (2002) that Monetary and material reward is a very important determinant of career

choice.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.0. Introduction

This chapter presents a summary of the research findings, conclusions, and recommendations

of the study and suggestions for further research. The research dealt with factors that influence

students' career choice in public and private secondary schools in Kisii central district Kenya.

The key variable included mass media, peer influence, students' gender, and students' career

expectations. The prime objective of the study was to determine the influence of these

variables on career choice in public and private secondary school students.

The following is the summary of the research findings upon which the conclusion and

recommendations of the study were made.

5.1. Summary of the findings

5.1.1. Influence of mass media on career choice

The study was able to establish the influence of mass media on students' career choice from

students' point of view. The mass media concepts identified for study were sources of mass

media, time students spent over the past few month listening or reading about careers, time

spent reading or listening to mass media on determining goals for continuing education or

employability skills. Others were ICT with career planning, information from ICT on employment

opportunities, and how careers of people seen or read on media have influenced the choice of career to pursue.

The study established on overall that mass media greatly influenced students' career choice. Apart from radio and television, Internet and print media were available in public schools. However, students in private schools indicated that they could access radio and television but print media and internet were inaccessible. This therefore means that students in public schools stood better chance of accessing career information than students in private secondary schools. Thus, it is the researchers view that students in public schools stood a better chance of making informed career choice because of accessibility of print media and the internet bearing in mind that a lot of career information is found on the internet and print media.

5.1.2. Influence of peer pressure on career choice

The study sought for students' view on the influence of peer pressure on career choice. Respondents were asked to indicate whether classmates or schoolmates encouraged them to take a career after secondary school, and their opinion was sought whether peer pressure was important or not important when making decisions on the career to pursue.

Overall, the study established that peer pressure is a single most determinant of career choice in public and private secondary school students.

5.1.3. Influence of gender on students' career choice

The study further sought to establish the influence of gender on career choice. Respondents were asked to indicate whether gender can influence decision about what career to choose and whether one cannot select some careers because of their gender.

The study on overall, established that gender does not influence career choice. This view was very popular in public schools. However, 50% of students in private schools believed that gender influences the decision on career choice. Some of the careers that those who share this opinion cannot take were Secretarial, Nursing, and Food Nutrition and Dietetics (FOND) for the males and Engineering for the females.

This therefore means that gender stereotyping was more in private secondary school students than in public secondary schools hence students in private school stood a chance of ignoring good careers for themselves because of this gender stereotyping.

5.1.4. Influence of students' expectations on career choice

The study further sought to establish if students' expectations influence career choice. Issues raised by the research were students' expectations after completing secondary education, whether they had made any decision about the type of career to pursue after school, and main reasons for choosing particular careers. Others were preference in public universities in Kenya, reasons for such preference, engineering course that one would prefer to pursue and if pay and benefits influence decision about the career to pursue.

Most students wanted careers that they have been interested in or those that can make them help other people, but very few wanted careers based on their abilities. This means that most students in both public and private schools could miss their dream careers due to the inability to balance between ability and interest.

It was also established that most students preferred to study particularly at the University of Nairobi. Some of the reasons attributed to this were availability of teaching and learning resources, popularity of the university, because it is the oldest university in Kenya, their role models studied at the university, quality education, and international recognition. Other reasons highlighted included fewer strikes and because it is situated in the Kenyan capital city.

From the above reasons, it's clear that university of preference greatly influence career choice since students are likely to give up on good careers that are not offered at the university of Nairobi. Similarly, competitions among students who wish to study at the University of Nairobi have a great impact on entry requirements. The university therefore raises the entry requirements and in the end, students settle for careers that were not initially their dream so long as they study at the University of Nairobi.

It was also established that many students preferred Bachelor of Science (Environmental and Biosystems engineering), Bachelor of Engineering (Agriculture and Biosystems Engineering), and Bachelor of Science (Biomechanical and processing Engineering) but few wished to pursue Bachelor of Science (Agriculture Engineering). Bearing in mind that this engineering course (Agriculture engineering) is known by different names in different universities, it can be

concluded that most students would prefer high-sounding and impressive titles rather than simple titles.

Similarly, it was established that most students lack relevant information on what certain careers entail especially when universities give different course titles to similar courses as a way of marketing.

It was further established that pay and benefits influence decision about the career to pursue. The perceptions of marketability by students makes certain careers to be aggressively pursued and those perceived as not marketable will not be pursued.

Overall, the study established that students' career expectations influence career choice in public and private secondary schools.

5.2. The conclusions of the study

From the findings of the study, the researcher would like to make the following conclusions.

i) Factors that influence students' career choice do not exert their influence in a mutually exclusive manner. Several factors may be at play in combination when determining what career choice a student makes.

ii) The study has vividly revealed that students' career choice is mainly influenced by information from mass media, peer influence, and students' career expectations.

iii) The study also established that gender does not influence to a greater extent students' career choice. It was established that gender stereotyping on career choice were more felt in private secondary schools than in public secondary schools.

iv) Although some factors like mass media influenced career choice in both public schools and private schools, more specifically the study established that private schools lack this relevant information especially from internet and print media hence they are at a disadvantage on receiving latest career information.

v) The main contribution of the study in the realm of the knowledge is that it will act as a revelation for further studies on factors that influence students' career choice in public and private secondary schools. Another contribution is that choice of careers is challenged by lack of relevant information from internet, print media, and gender stereotyping especially in private schools as already revealed by the findings of the study.

5.3. Recommendations

In line with the findings and conclusions of the study, the researcher would like to make the following recommendations as a precursor to redesigning career-counseling departments in public and private secondary schools.

i) There is great need to establish career departments with specialized counselors. Most schools lacked career teachers and those who had were not trained in the area hence are unable to understand learner related factors that influence career choice.

ii) There is a great need to provide career information through internet and print media for both teachers and students in both public and private secondary schools.

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iii) Career counselors must aspire to avail as much information as they possibly can on all possible career options. However, this information must be presented in an easily digestible form to prevent the confusion and indecision that may arise from information overload.

iv) Peer pressure is probably the single biggest determinant of a career choice in public and private secondary school students. However, peer pressure is not necessarily a negative force, and can indeed be managed and channeled by career departments to ensure students develops positive values and aspirations.

v) Career departments in secondary schools must demystify gender stereotypes that certain careers are meant only for a particular gender. They should assure students that any career anywhere is attainable for those willing to put in the requisite planning and effort irrespective of one's gender.

vi) Career counselors must demystify the professional and employment opportunities that lie behind impressive titles, thus ensuring their charges do not make a choice purely on this.

vii) Career departments must help students to find their careers. The career advisor's function, therefore, is to help the student find the profession, employment and work that lead to their careers. A significant proportion of the problem associated with dysfunctional workplace or organization is directly attributed to the wrong people in the wrong places thus people working at frustrating jobs that do not meet their career needs.

viii)   Career department should help students understand that a career must enable one to make a living over and above the personal fulfillment and satisfaction. Monetary and material reward is a very important determinant of career choice. However, they should know that it should not be the supreme consideration. After entering the right career, monetary and material rewards will be natural consequence.

5.4. Suggestions for further research

A study of this magnitude cannot be exhaustive in covering the factors that influence students' career choice. More research can be done in areas closely related to this study. On the strength of the data gathered, analyzed and the findings presented, the researcher proposes the following suggestions for further research.

i)   This study was based in Kisii central district. However, for purpose of producing results that are balanced, the researcher suggests further research to include other districts and counties and the country at large. This will help to create a more comprehensive picture of the factors that influence students' career choice in public and private secondary schools.

ii)   Gender stereotyping especially in private secondary schools was an issue that still require intense research on the reasons that cause it and ways of curbing it.

iii)   More studies need to be conducted to find out whether the approaches of career counseling in secondary schools are responsive to the contemporary world and are appropriate so that the more workable ones can be formulated and adopted.

iv) There are other factors, which influence students' career choice other than the ones established in the study. That would also form a basis for further research.

v) The relevance of certain careers and the job market would be an interesting area for further study.

vi) The setting of entry requirements to various courses especially at university level by Joint admissions board (JAB) and how the information is communicated to secondary school students would also be an interesting area of study.

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APPENDICES

APPENDIX: A. STUDENTS' QUESTIONNAIRE

The researcher is seeking your assistance and participation in collecting information on issues

relating to factors that influence students' career choice in public and private secondary

schools.

The completion of this questionnaire is voluntary and any pertinent information arising will be

kept confidential. Your participation will be highly appreciated.

NOTE: please tick once for each question in the boxes provided and where necessary fill in

reasons where appropriate.

1. Your gender

   Male   [ ]

   Female   [ ]

2. Category of your school

   Public   [ ]

   Private   [ ]

3. Your present form

   Form one   [ ]

   Form two   [ ]

   Form three   [ ]

   Form four   [ ]

4. Which of the following describes what you expect to do after completing your

    secondary education? Will you

    Enroll in a 4-year university programme   [ ]

    Enroll in a 2-year middle level college   [ ]

    Work full or part time, but not attend college   [ ]

    Neither work nor attend college   [ ]

5. Have you made any decision about what type of career or job you would like to pursue

    after school?

    Yes   [ ]

    No   [ ]

    Undecided   [ ]

6. If yes, what is the main reason why you choose that career?

    Something I like   [ ]

    Always been interested   [ ]

    Want to help people   [ ]

    Something I'm good at   [ ]

    Good field for a job   [ ]

    Good money   [ ]

    Personal growth   [ ]

    Interaction with people   [ ]

    Authority and respect   [ ]

    Undecided/ don't know   [ ]

Other, explain...

....

....

....

....

7. Is there any specific career that you think you might be interested in?

   Yes   [ ]

   No   [ ]

   Explain your choice above.

   ....

   ....

   ....

   ....

8. Suppose you qualified to join a public university in Kenya. Name the university that you

   will prefer.

   ....

9. State reasons for your preference

   ....

   ....

   ....

10. Suppose you qualified to pursue an Engineering course. Which one will you prefer from the following list?

Bachelor of Science (Environmental and Biosystems Engineering)   [ ]

Bachelor of Engineering (Agriculture and Biosystems Engineering)   [ ]

Bachelor of Science (Agriculture Engineering)   [ ]

Bachelor of Science (Biomechanical and processing Engineering)   [ ]

Explain your choice...

....

....

....

11. How important do you think pay and benefits are as an influence in your decisions about what type of careers to pursue?

Very important   [ ]

Somewhat important   [ ]

Somewhat unimportant   [ ]

Very unimportant   [ ]

Undecided   [ ]

12. Would you say that there is a particular source that has been helpful in giving you information on careers?

Radio   [ ]

Television   [ ]

Internet   [ ]

Print media   [ ]

13. Thinking about any information you have received from either print media, radio, television or internet, how much time have you spent over the past few months listening or reading about careers?

Less than an hour   [ ]

About an hour   [ ]

More than an hour   [ ]

Not at all   [ ]

Undecided   [ ]

14. How much have you read in print media, internet or listened to radio or television about determining your goals for continuing your education or employability skills?

A lot   [ ]

Some   [ ]

A little   [ ]

Not at all   [ ]

Undecided   [ ]

15. How much has information communication technology (ICT) helped students with

    career planning?

    A great deal   [ ]

    A fair amount   [ ]

    Somewhat   [ ]

    Not very much   [ ]

    Not at all   [ ]

    Undecided   [ ]

16. How would you rate the information you have received from ICT about employment

    opportunities?

Excellent   [ ]

Pretty good   [ ]

 Fair   [ ]

Poor   [ ]

Undecided   [ ]

17. How much do you think the careers of people you have seen or read about in the mass

    media have influenced your choice about what kind of career to pursue?

    A lot   [ ]

    Some   [ ]

    A little   [ ]

Not at all   [ ]

Undecided   [ ]

18. Do your classmates or schoolmates encourage you to take a career after school?

A lot   [ ]

Some   [ ]

A little   [ ]

Not at all   [ ]

19. How important do you think peer pressure is an influence on your decisions about what

type of career to pursue?

Very important   [ ]

Somewhat important   [ ]

Somewhat unimportant   [ ]

Very unimportant   [ ]

Undecided   [ ]

20. Do you think your gender can influence your decisions about what type of career to

choose?

Very important   [ ]

Somewhat important   [ ]

Somewhat unimportant   [ ]

Very unimportant   [ ]

Undecided   [ ]

21. Do you think that you cannot consider some careers because of your gender?

Yes   [ ]

No   [ ]

22. If yes, give examples of such careers.

....

....

....

....

Thank you very much for your co-operation.

APPENDIX: B. RESEARCH BUDGET

Item	Cost in Kenyan shillings.
Stationery	1600
Typesetting	40000
Printing	6000
Transport	5000
Contingency	5260
Grand total	57860

APPENDIX: C. TIME FRAME OF EVENTS

PERIOD	ACTIVITY
DECEMBER 2010-MARCH 2011	Proposal writing
APRIL 2011	Proposal submission for approval
MAY 2011	• Preparing the instruments to use • Pre-testing of the instruments
JUNE 2011	Collection of data
JULY 2011	Analyzing the data and writing the research report
JANUARY 2012	Submission of the final report

APPENDIX D: LETTER OF APPROVAL.

UNIVERSITY OF NAIROBI

COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

Telegram: "CEES"
P.O. BOX 30197-00100   OR   P.O. BOX 92
Telephone: KARURI 32021 & 32016   KIKUYU
NAIROBI

Tuesday, April 26, 2011

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

REF: E56/78911/2009 WANYAMA BERNARD WASILWA -MASTER OF EDUCATION OF THE UNIVERSITY OF NAIROBI

This is to certify that the above named teacher is currently pursuing Master of Education (M.Ed.) degree in the Department of Educational Foundations of the University of Nairobi. He has completed the course work and is expected to do research and write a project as per the university requirements for completion of the study.

Mr. Wanyama needs assistance with time, moral support, access to sites, documents and persons together with other necessary resources to enable him carry out the required research and consult supervisors at the University of Nairobi.

The purpose of this letter is to recommend Mr. Wanyama for assistance that will enable him to complete the study.

He is cooperative and hard working capable of utilizing the opportunity you will accord him to complete his academic study and develop his teaching career.

Any assistance accorded to him will be highly appreciated.

You are free to confirm the details from the undersigned.

Yours Sincerely,

26/4/2011

CHAIRMAN
DEPT. OF EDUCATIONAL FOUNDATIONS
SCHOOL OF EDUCATION
CEES - UON
P.O. Box 30197- 00100, NAIROBI

Prof. Samson Gunga,
Chair of Department of Educational Foundations, University of Nairobi

APPENDIX E: A MAP OF KISII CENTRAL DISTRICT

CENTRAL KISII DISTRICT ADMINISTRATIVE UNITS

Kisii Central District Development Plan 2008-2012