

**FACTORS AFFECTING CAREER CHOICE OF THE FEMALE
STUDENTS IN KENYAN TERTIARY INSTITUTIONS: A CASE OF
UNITED STATES INTERNATIONAL UNIVERSITY (USIU-AFRICA)**

BY

LILIAN MUNYINGI

**A Research Project Submitted in Partial Fulfillment of the
Requirements for the Degree of Master of Arts in Project Planning and
Management of the University of Nairobi**

2012

DECLARATION

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

Lilian Munyingi

Date

REG. NO. L50/60522/2010

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

Peter K. Nzuki

Date

Dept. of Educational Studies

DEDICATION

To my Dad, Mom, brothers and sisters for their moral support, inspiration, prayers, encouragement and understanding throughout the entire program. God bless you always.

ACKNOWLEDGEMENT

This research project has been made possible by a number of people who I am indebted and would like to express my deepest gratitude.

Special thanks to my supervisor Peter Nzuki for his invaluable help, continuous guidance, advice and encouragement throughout the research project. Thank you for agreeing to supervise my work and accommodating me in your tight schedule.

My sincere gratitude goes to the students of USIU especially those who participated as respondents of this study for their great cooperation.

To my family and friends, my dad Munyingi, my mom Wairimu for their prayers and support, my brothers Tony, Michael and Ken, sisters Wambui, Njoki and Njuhi for always believing in me.

My sincere gratitude goes to the almighty God who gave me the help, ability, strength, wisdom and all that it required to complete this project.

TABLE OF CONTENTS

Declaration.....	ii
Dedication	iii
Acknowledgement.....	iv
List of Tables	viii
List of Figures	ix
List of Acronyms and Abbreviations	x
Abstract.....	xi
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background to the Study.....	1
1.2 Problem Statement.....	4
1.3 Purpose of Study.....	4
1.4 Objectives of Study.....	5
1.5 Research Questions.....	5
1.6 Significance of Study.....	5
1.7 Delimitation of the Study.....	6
1.8 Limitations of Study.....	6
1.9 Assumptions of Study.....	6
1.10 Definition of Significant Terms	6
1.11 Organization of the Study.....	7
CHAPTER TWO: LITERATURE REVIEW.....	8
2.1 Introduction.....	8
2.2 Participation of women in higher education: A general Overview.....	8
2.3 Academic factors influencing Career Choices.....	9

2.4 Socio-cultural factors influencing Career Choices.....	11
2.5 Influence of economic factors on Career Choices.....	15
2.6 Students' Characteristics and Career Choice.....	19
2.7 Theoretical Framework.....	23
2.8 Conceptual Framework.....	24
2.9 Summary.....	26
CHAPTER THREE: RESEARCH METHODOLOGY.....	27
3.1 Introduction.....	27
3.2 Research Design	27
3.3 Target Population.....	27
3.4 Sampling Technique and Sample Size.....	28
3.5 Instruments of Data Collection.....	28
3.6 Validity	29
3.7 Reliability.....	29
3.8 Data Collection Procedure.....	30
3.9 Data Analysis Techniques.....	30
3.10 Operational Definitions of Variables.....	31
3.11 Summary.....	32
CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION... 33	
4.1 Introduction.....	33
4.2 Demographic Data Analysis.....	33
4.3 Influence of Academic Factors on Career Choices among Female Students... 35	
4.4 Socio-cultural Factors Influencing Career Choices Students in USIU..... 37	
4.5 Economic Factors Influencing Career Choices among Students in USIU 40	

4.6 Influence of Individual Characteristics on Career Choices among Students ...	43
CHAPTER FIVE: SUMMARY, CONCLUSION & RECOMMENDATION.	46
5.1 Introduction.....	46
5.2 Summary of the Research Findings.....	46
5.3 Conclusions.....	47
5.4 Recommendations.....	48
5.5 Recommendations for Further Research.....	48
References.....	49
Appendices.....	58
Appendix 1: Letter of Transmittal.....	58
Appendix II: Questionnaire for female students in USIU.....	59

LIST OF TABLES

Table 3.1: Operationalization of variables.....	31
Table 4.1 Percentage Distributions of Respondents by Age.....	33
Table 4.2 Distribution of the Respondents by Faculties.....	34
Table 4.3 Distribution of the Respondents by Courses taken.....	35
Table 4.4 Influence of Academic Factors on Career Choices among Students....	36
Table 4.5 Academic Factors Influencing Career Choices among Student.....	37
Table 4.6 Effect of Socio-cultural factors on Career Choices.....	38
Table 4.7 Socio-cultural Factors that Influence Career Choices.....	39
Table 4.8 Effect of Economic Factors on Career Choices.....	40
Table 4.9 Effect of Economic Factors on Career Choices.....	42
Table 4.10 Effect of Individual Characteristics on Career Choices.....	43
Table 4.11 Influence of individual characters on Career Choices among Students..	44

LIST OF FIGURES

Figure 1 Conceptual framework	25
-------------------------------------	----

LIST OF ACRONYMS AND ABBREVIATIONS

IT	Information Technology
SCCT	Social Cognitive Career Theory
UNESCO	United Nations Education Social and Cultural Organization
USIU	United States International University

ABSTRACT

The purpose of this study was to establish factors influencing career choices among female students in tertiary institutions in Kenya. The study was guided by the following research objectives: to establish academic factors that influence career choices of female students in USIU, to determine socio-cultural factors that influence career choices among female students, to establish economic factors that influence career choices among female students and to establish the influence of individual characters on career choices among female students in USIU. Cross-sectional research design was used for the study. The population for the study was students at USIU. There are a total of 2743 female students in the institution out of which 623 were final year students. The study targeted final year female students in the institution. A total of 100 students were sampled for the study out of which 90 responded giving a response rate of 90%. Both Purposive and simple random sampling techniques were used to sample the respondents for the study. Questionnaires were used as instruments for data collection. Statistical Package for Social Sciences (SPSS) was used to analyze the quantitative data. Descriptive statistics such as frequencies and percentages were used to describe the data. The analyzed data was presented in form of tables. The study found that academic factors influences career choices among students as indicated by 90% of the respondents. On the influence of socio-cultural factors on career choice, the study found that 87% of the respondents indicated that socio-cultural factors influences career choices among students in USIU. The study also found that 91% of the respondents indicated that economic factors influences career choices among students. The study finally found that 84% of the respondents indicated that the individual characteristics influence career choices among female students in USIU. The study concluded that academic factors, socio-cultural factors, economic factors and students' characteristics influences career choices among female students in USIU. The study recommended that career guidance and counseling in Universities should be heightened to enable students to make sound career choices instead of leaving them at the mercies of other factors which may not be appropriate. The researcher recommended that another study be carried out in other universities to determine the challenges facing students in choosing their careers.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Preparing students for their future roles in the world of work has become increasingly important for both school counselors and educators (Krumboltz, 1996). As a result of changes taking place in the workplace, the challenge is to prepare students to enter and be competitive in a world-class workforce (Feller, 1996). In addition, given the level of competitiveness and the rate of change in the workplace, it is essential that students become as prepared as possible to enhance their chances of success. Further, hopefully, students will be prepared to be contributors to society and have the opportunity to live a satisfying, productive life. It follows that for students to be prepared to meet the challenges of the changing workplace, career development must be a priority.

Today, the development of a career continues to be a priority and one that must be addressed to effectively meet the career development needs of students. As stated by Herr and Cramer (1996), "Career development proceeds—smoothly, jaggedly, positively, negatively— whether or not career guidance or career education exists". It makes sense then that school guidance program activities be implemented to positively impact student career development. Counselors play a key role in developing and implementing career activities to facilitate student career development. As a result, making career development a priority and activities to facilitate career development an integral part of the guidance program should be the goal.

Gutek and Larwood (1987) defined a career as “a series of related jobs within an organization or different jobs within various companies”. Career development refers to the many jobs a person holds, and it should represent progress, whether through increased recognition or salary, or the respect one receives from colleagues. The more a person’s career progresses in this manner, the more he or she will be judged successful (Gutek & Larwood, 1987). Career aspirations represent an individual’s orientation towards a desired career goal under ideal conditions. More simply

stated, career aspirations “provide information about an individual’s interests and hopes, unfettered by reality” (Hellenga, Aber, & Rhodes, 2002, Rojewski, 1996). Adolescence would be an ideal time to study the career development of young women, as many changes occur during this time that strongly influences the formation of career aspirations and preferences (Watson et al., 2002).

According to Kochung and Migunde (2011), career choice has become a complex science with the advent of information technology, the emergence of post industrial revolution and job competition. Industrialization and post industrialization has made it possible for a common person to be richer as long as she or he has due skills and knowledge (Wattles, 2009). Today, one has not only to make due career planning but also exhaustive career research before making a career choice so as to adjust with the evolving socio-economic conditions (Wattles, 2009). Most students in secondary schools do not have accurate information about occupational opportunities to help them make appropriate career choice.

According to Kerka (2000), career choice is influenced by multiple factors including personality, interests, self concept, cultural identity, globalization, socialization, role model, social support and available resources such as information and finance. According to Hewitt (2010), factors influencing career choice can either be intrinsic or extrinsic or both. Hewitt further states that most people are influenced by careers that their parents favour. Others follow the careers that their educational choices have opened for them. Still, others choose to follow their passion regardless of how much or little it will make them. Finally, there are those who choose careers that will give high income. Bandura et al (2001) states that each individual undertaking the process of choosing a career is influenced by several factors including the context in which they live in, their personal aptitudes, social contacts and educational attainment. Students’ perception of being suitable for particular jobs also has been found to be influenced by a number of factors. These factors include ethnic background, year in school, level of achievement, choice of science subjects, attitudes and differences in job characteristics (McQuaid and Bond, 2003).

Drucker (1994) posits that one goal of career development activities is to facilitate career decision making and help students learn the process of making career decisions. Given the downsizings, layoffs, and career transitions, knowing and being able to apply effective career decision making is a valuable life skill. One aspect of the career decision-making process is learning about oneself. It is a process that provides opportunities for students to learn about their skills, interests and values that will be beneficial to them. It is important for students to know they must assume responsibility for their career development. In addition to learning how to make career decisions, it is important for students to learn about the various occupational and educational options. Realizing there are a number of ways for students to be successful and becoming familiar with the career pathways available and how to pursue these is important for students as they make career choices.

In terms of education, the level of career aspiration usually affects curriculum choice hence career choice (Herr & Cramer, 1996). Also, career aspirations are influenced by numerous factors including gender, race, parental support, academic achievement, socioeconomic status, and self-esteem. Similarly, several factors which have been found to be theoretically and empirically related to career aspirations also influence the career choice process. Some of these factors include gender (Houser & Yoder, 1992; Jones & Larke, 2001), parents' occupation (Stone & Wang, 1990), parents' level of education (Conroy, Scanlon, & Kelsey, 1998; Jones & Larke, 2003), parents' level of influence (Findlay & Rawls, 1984; Kotlik & Harrison, 1989; Fisher & Griggs, 1995), and self-esteem (Wilson & Fasko, 1992; Hughes, Martinek, & Fitzgerald, 1985).

All the factors discussed by the authors cited provide a useful platform upon which examination of career choices among, especially, students in tertiary institutions have to make as they exit respective academic programmes. Further to that, with an increasingly expanding job market and in Kenya, new constitutional provisions that demand affirmative action, it is critical that the study on career choices is approached from the context of gender premised on the fact that women are no longer the marginalized gender they were a decade ago but active participants in various careers.

1.2 Problem Statement

Global gender equity campaigns have been an important vehicle for encouraging the increased recruitment of women as students and staff into higher education (Onsongo, 2007). The issue of women's access to higher education appeared on the global political agenda in 1998 when UNESCO convened a World Conference on Higher Education at which a panel of experts reviewed the progress made in gender equality in higher education since the Beijing Conference. Since then, there is evidence that women participation in higher education has been noted, especially as students. For example it has been found that, in the case of four private universities (Daystar University, Catholic University of Eastern Africa, Baraton University and United States International University) that were studied in Kenya in the year 2000, 52.5 per cent of the students were female (Wesonga *et.al*, 2007).

Besides the high enrolment rates of female students in these institutions of higher learning especially private Universities, there has been a notable trend that majority of them tend to take social sciences in the faculty of Arts as opposed to other faculties which offer other courses. This trend seems to be worrying in the sense that it tends to bring gender disparity in terms of courses pursued by male and female students in these institutions which in turn reflects in the job market. This trend may dilute high enrolment of female students in higher institutions aimed at achieving gender equality on the access to higher education and therefore it may result in gender imbalance in terms of careers. In this respect several questions emerge; what motivates female students to enroll in large numbers in tertiary education? Do they simply need accreditation? Does career prospect in anyway influence decisions to enroll in tertiary institutions? If it does, what factors shape those prospects as well as how the female students intend to fit into an inclusive and competitive job market that has been made gender-inclusive through affirmative action needs to be examined? This study therefore sought to establish the factors that influence career choices among female students in tertiary institutions in Kenya, with special emphasis on USIU.

1.3 Purpose of Study

This study sought to establish factors that influence career choices among female students in tertiary institutions in Kenya.

1.4 Objectives of Study

The objectives of this study were:

1. To establish academic factors that influence career choices of female students in USIU
2. To determine socio-cultural factors that influence career choices among female students in USIU
3. To establish economic factors that influence career choices among female students in USIU
4. To establish the influence of individual characters on career choices among female students in USIU

1.5 Research Questions

The study was guided by the following research questions:

1. What are the academic factors influencing career choices among female students in USIU?
2. How do socio-cultural factors influence career choices among female students in USIU?
3. What are the economic factors that influence career choices among female students in USIU?
4. How do individual characteristics of the students influence career choices among female students in USIU?

1.6 Significance of Study

Numerous studies as already cited provide useful information on career choices and separately, equity and equality in access to education in terms of gender. However, analysis of factors in career choices specifically focusing on female students in tertiary institutions has not been adequately carried out. This study moves to fill that gap.

The study will provide the female students in tertiary institutions an opportunity to contribute on their individual situations as far as career choices are concerned. The findings of the study will be a valuable addition to existing literature on careers, education and gender studies. The findings will also be useful to stakeholders in education industry to be able to know which

factors influence career choices among female students in higher education and how these can then be enhanced for the benefit of the female students across the institutions.

1.7 Delimitation of the Study

Evidence that the enrolment of female students in tertiary education is rising was valuable to this study since finding a research population and sample was practical. In addition, with the passage of the new constitution in Kenya, the provisions that created more space for women in the business and the job market through affirmative action was critical in evaluating how the female students relate education efforts and career choices given those constitutional rights that are designed to cater for them.

1.8 Limitations of Study

Since this study was carried out in one of the private institutions in Kenya, this left out other institutions falling in the same category. This limited the generalization of the findings of the study to other institutions.

1.9 Assumptions of Study

The study made the following assumptions;

1. That USIU has a population of female students willing to respond to the questions set
2. That the responses given were truthful and factual
3. That the respondents had certain factors that influence their choices of careers

1.10 Definition of Significant Terms

Attitude: The feelings of female students in tertiary institutions towards certain careers of choice. For example, some students might feel being a mechanic cannot be a woman's career owing to its perceived strain.

Career: An occupation or profession, especially one requiring special training. For example nursing, engineering etc.

Career Choice: The kind of future occupations female students in tertiary institutions are aspiring for. For example accounting, marketing etc.

Culture: The enduring behavior, ideas, attitudes and traditions shared by a large group of people and passed on from one generation to another. For example, manner of dressing, taboos, foods etc.

Factors: One of several causes or elements that produce a result. For example availability of vacancies, type and level of education etc.

Socio-Cultural factors: Factors such as cultural values, migration patterns, socio-economic status and activities and self identity; combining social and cultural elements

Tertiary Education: Post-secondary education (Colleges, Technical Institutes, Universities)

1.11 Organization of the Study

This proposal was made up of three chapters plus the instruments of the study. In chapter one, the researcher presented information on the background to the study, problem statement, the research objectives, significance of the study, limitations and delimitations of the study, assumptions of the study and the definition of significant terms.

In chapter two, the researcher presented relevant literature on how different factors influence career choices among female students. Literature was presented on: the general overview of the participation of women in higher education, academic factors influencing career choices, socio-cultural factors influencing career choices, the influence of economic factors on career choices and the influence of students' characteristics on career choices. The chapter ended by presenting the theoretical and conceptual framework for the study.

In chapter three, the researcher presented the research design, target population, sample size, sampling procedure, instrumentation, data collection and data analysis methods which were used in the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to career development among female students. The section contains literature on academic, socio-cultural, economic and attitude factors that influence career choices. The section also provided a theoretical framework on which the study is based as well as conceptual framework indicating the relationship between variables within the study.

2.2 Participation of women in higher education: A general Overview

The under-representation of women as students in African higher education has received some research and policy attention (Bunyi, 2004; Dunne and Sayed, 2002; Morley et. al., 2006, Morley et al, 2004). Tanzania and Uganda have introduced affirmative action, pre-entry programmes, gender mainstreaming and sensitization courses to help promote gender equity (Lihamba et al, 2005, Nawe, 2002). There are many explanations for the gender gap including low enrolment in basic education and gendered socio-cultural practices (Dunne and Leach, 2005; Sima et al., 1999). Recent research findings suggest that the gender gap has been slightly reduced in quantitative terms, but it still remains in qualitative terms. Furthermore, gender is not always considered in relation to socio-economic background, disability and ethnicity (Morley et al., 2006). A central question is whether equity interventions are being extended to a range of socially disadvantaged groups.

The issue of gender in higher education has continued to receive attention from scholars and policy makers. However, debate should now focus, not just on access and retention of female students in tertiary institutions, but how they receive opportunities that prepare them for career in the post-education lives. Issues of career guidance, curriculum and general preparedness in comparison to their male counterparts need to be studied. Part of the literature reviewed in the foregoing attempts to address some of the critical issues of female students and career prospects.

2.3 Academic factors influencing Career Choices

According to Chuang et.al (2009) studies have suggested that academic major plays an important role in students' career choice behavior. Students rely on faculty expertise to help them make well-informed career goals. Differences in the academic areas and related professions impact students' career decision self-efficacy, career outcome expectations, and vocational exploration and commitment. University students are in the process of confirming their career choices and implementing their career goals. Their career behaviors are shaped by the learning experiences unique to each program. Because of the variation in career behavior across the majors program-specific advising is recommended in order to accommodate students' career assistance needs. The current study finds the argument inclined towards academic majors and career choices useful. The study intends to use a similar platform to determine whether academic majors play a role in career choices among female students in tertiary institutions.

Self-efficacy is a researched mediator of the relationship between a person's ability and his or her choice of various careers (Hackett & Betz, 1981). Self-efficacy expectations will impact the initiation of a behavior, the amount of effort expended on a task, and the degree of persistence on a task in the face of obstacles and aversive experiences (Bandura, 1999). Male and female vocational choices may result from their different but equally important goals for their lives as well as their expectations to be able to successfully execute required behaviors for their career choice. The self-efficacy argument cited has drawn a comparison between male and female students. The current study proposes to focus only on the female students and on the factors that shape their career choices.

More recent clinical case studies and research on the gifted show that the path from youthful talent to adult accomplishment is not always straight and smooth. National Merit Scholars (Watley, 1969), Presidential Scholars (Kaufmann, 1981), and graduates of major learning programs (Kerr, 1985) all have been found to experience problems in career decision making or life planning. Multipotentiality is the cause of most gifted students' difficulties in career development (Kerr, 1981). Multipotentiality is defined as the ability to select and develop any number of competencies at a high level (Frederickson & Rothney, 1972). Gifted students and

those who are concerned with their guidance have long recognized that having multiple potentials can be a mixed blessing. Without appropriate career guidance, multipotentiality may become a curse. Too often, multipotential students make misinformed, misguided, or just plain wrong career choices. Today's gifted students make career choices based on conformity with peers and money-making potential (Astin, Green, & Korn, 1988). Unfortunately, the decisions they make are often not related to interests, needs, strongly held values, or even finely developed talent. In the absence of information about themselves, how their talents and personalities compare with others', or information about the world of work, some gifted students choose "safe" academic majors that will ensure guarantee of securing employment. It is sad, though, that students who most value and need cognitive challenge ignore many college majors and career choices that offer the greatest possibility of intellectual stimulation.

Academic institutions exist to mentor and encourage undecided students to complete a career-development course early in college (Isaacson and Brown, 2000). They also need to prepare for workforce realities in a changing economy, encourage students to become aware of the variety of occupations they can enter with a degree in their major. Academic environments should encourage career-relevant activities (e.g., internships) that enhance the academic experience. Career development intervention is defined as any activity that empowers people to cope effectively with career development tasks (Niles & Harris-Bowlsbey, 2002). It is a deliberate act aimed at enhancing some aspect of a person's career development such as career maturity and career decision making (Isaacson & Brown, 2000). There are many types of career development interventions including career guidance, career counseling, career information, career education, career development program and career coaching (Isaacson & Brown, 2000). All these interventions help people to develop self awareness, occupational awareness, learn career decision making skill, job search skills, cope with job stress, adjust and implement after having made a choice, problem solving skills and others (Niles & Bowlsbey 2002). What the authors have pointed out are important factors. However, their only collective focus is on the factors external to the students. Rather, they have only provided what the academic environment needs to do. This study intends to move further and also determine factors that arise within the students as a result of the academic environment.

2.4 Socio-cultural factors influencing Career Choices

Frieze et al. (2006) argued that researchers and practitioners need to recognize the importance of cultural issues as these factors have a significant influence on the career options available to women. Adams et al. (2006; 2003) examined the role of cultural factors in Mauritius that have enabled an increasing number of women to study IT. Their results show that from 1990 to 2003, there have been rapid increases in computer science and engineering enrollments in Mauritius. For instance, by 2003, the representation of women was 37 percent in computer science and engineering, 51 percent in information systems, and 49 percent in computer science and multimedia. The percentage of women graduating from computing programs has also increased. They believe that cultural factors were the major reasons for these increases. Specifically, the authors concluded that the following cultural dynamics were important: families that placed a high value on females having IT careers; a national culture that strongly promotes IT, and the single-sex high school system which allows girls to develop aptitude and interests towards technology in the absence of male peer pressure to conform to gender stereotypes about technology. The observations by the author on the influence of culture on career choices will be a useful benchmark in assessing whether cultural issues have any influence on career choices of female students under study.

According to the Ohio Career Development Systems study (2009) family is the greatest influence on career decision making. Parents and/or other family members provide the starting place for ones initial ideas about various careers. The way they react to their work situations can influence how one will feel about ones working life. The expectations and values of one's culture may also influence ones work values. Ones culture-social, ethnic, or religious background and perhaps the community where they live have certain beliefs and behaviors. One may be unaware of all of the cultural expectations that can influence their career decisions. The factors highlighted regarding family and culture on career choices are an invaluable starting point for this study. Although they are general to both genders, the study will seek to determine how they particularly affect female students' career choices in tertiary institutions.

At various times throughout history, working women were viewed as immoral and unfeminine objects of pity. Some critics accused working women of being negligent mothers. Frequently, women employees were not taken seriously by their bosses, colleagues, or society (Nieva & Gutek, 1981). Having a career posed challenges for women due to their family responsibilities (Valdez & Gutek, 1987). Women were expected to perform duties as a wife and mother, in addition to fulfilling their professional responsibilities. Some women experienced feelings of guilt or selfishness if they put their career interests first (Heins, Hendricks, & Martindale, 1982). Because women's work and family demands were simultaneous, these demands had a significant impact on women's careers (Valdez, & Gutek, 1987). As stated by Heins et al (1982) "Achieving professional status may be more difficult for women than for men" (p. 455).

Osipow and Fitzgerald (1996) stated, "Gender is clearly one of the most powerful of all influences on vocational behavior" (p. 63). In the past, fewer occupational choices were available to women due to factors such as sexism, discrimination, and limited education. Studies on gender and career aspirations in the 1970s revealed girls had more restricted career aspirations than boys, and girls often opted for a narrow range of occupational categories (Looft, 1971a; Mendez & Crawford, 2002; Wahl & Blackhurst, 2000). Additionally, Heins et al. (1982) reported that families often encouraged the educational and career aspirations of male children but not those of female children. Thus, not only did sex differences in career aspirations develop early in childhood, girls appeared to learn quickly that certain adult statuses were available to them, reflecting societal sex-role expectations (Looft, 1971b).

The occupational status and educational level of females' parents have had a significant impact on their career aspirations and career choice (Burlin, 1976). Wahl and Blackhurst (2000) indicated children's career aspirations were more closely related to parental occupations. Among adolescent females in particular, career choice was strongly influenced by the mother's occupation (Burlin; Wahl & Blackhurst). The mother's occupation was credited with impacting children's aspirations because children often attended work with their mothers and were more likely to know what their mothers did for a living. Likewise, Burlin (1976) deduced career choices and aspirations in females were significantly predisposed by the mother's type of work. In an early study of college women, Burlin determined daughters of working mothers chose a life

pattern comparable to their mothers more often than life patterns comparable to their fathers. Burlin's findings reiterated the importance of mothers as role models in the development of their daughters' career goals and aspirations. Similarly, Signer's and Saldana's (2001) study found the social status of mothers' occupations, as opposed to the social status of fathers' occupations, had a stronger correlation with the social status of female students' career aspirations. The researchers attributed this finding to the fact that mothers exhibit a greater presence in many homes.

Elegbede (1977) asked secondary school students reasons for non-preference of certain occupations, and found that his sample did not like law because "it perpetuates injustice, corruption and immoral dealings". Other researchers found that many deeply religious parents will not permit their daughters to be "call girls". Neither will they allow their children to take up jobs with custom and excise department or the police because of the temptation to take bribe at check points or sea-ports (Gesinde, 1991). While these studies provide us with some indications that religious beliefs may interfere with choice of scientific careers, there are few, if any studies that actually investigated these relationship between attitude towards religion and choice of gender-dominated occupations among female students.

Work values have been defined as the degree of importance personally given to modalities of being and behaving that are relevant to the work context and activities (Crozier and Dorval, 2004). Work values could also be defined as values or things which individuals hold dearly or consider worthy of attainment and hopes to derive from work. Many studies have found significant relationship between work values and vocational interests (Salami, 2004), occupational choice and job specific skills (Super, 1995). Other studies have also linked occupational choices with job values (Super, 1995). Recent research studies in the area of women's career development have indicated the centrality of relational values to women's career identity (Crozier and Dorval, 2004). Generally, the existence of significant relationships between work values and career choice is well documented (Salami, 2004). However, few researches had been done in examining the relationship between women's work values and career choice in female-dominated and male-dominated occupations.

The occupational status and educational level of females' parents have had a significant impact on their career aspirations and career choice (Burlin, 1976). Wahl and Blackhurst (2000) indicated children's career aspirations were more closely related to parental occupations. Among adolescent females in particular, career choice was strongly influenced by the mother's occupation. The mother's occupation was credited with impacting children's aspirations because children often attended work with their mothers and were more likely to know what their mothers did for a living. Likewise, Burlin (1976) deduced career choices and aspirations in females were significantly predisposed by the mother's type of work. In an early study of college women, Burlin determined daughters of working mothers chose a life pattern comparable to their mothers more often than life patterns comparable to their fathers. Burlin's findings reiterated the importance of mothers as role models in the development of their daughters' career goals and aspirations. Similarly, Signer's and Saldana's (2001) study found the social status of mothers' occupations, as opposed to the social status of fathers' occupations, had a stronger correlation with the social status of female students' career aspirations. The researchers attributed this finding to the fact that mothers exhibit a greater presence in many homes.

Parents' educational level has been positively related to aspirations of youth (Mau & Bikos, 2000). Burlin (1976) stated that both parents' education level wielded a strong influence on career choices of their daughters. Signer and Saldana (2001) noted the positive relationship between adolescent females' career aspirations and their mothers' educational achievement. Jones and Womble (1998) found that students whose mothers completed either a two-year or four-year postsecondary degree had higher perceptions of work and career-related issues.

Osipow and Fitzgerald (1996) stated, "Gender is clearly one of the most powerful of all influences on vocational behavior". In the past, fewer occupational choices were available to women due to factors such as sexism, discrimination, and limited education. Studies on gender and career aspirations in the 1970s revealed girls had more restricted career aspirations than boys, and girls often opted for a narrow range of occupational categories (Wahl & Blackhurst, 2000). Additionally, Heins et al. (1982) reported that families often encouraged the educational and career aspirations of male children but not those of female children. Thus, not only did sex differences in career aspirations develop early in childhood, girls appeared to learn quickly that

certain adult statuses were available to them, reflecting societal sex-role expectations (Looft, 1971).

A recent qualitative study conducted by Fouad, Kantamneni, Smothers, Chen, Fitzpatrick, and Terry (2008) shed some light on a systematic way of looking at family influence on career choice. Fouad et al. (2008) interviewed 12 Asian Americans who were in the workforce and employed for at least five years. They summarized seven domains that influence Asian American's career decision making, among which family is the top domain they listed. The rest of six domains were cultural influence, external influence, career goals, role models, work values, and self-identity. Within family domain, they further listed four sub-areas: family expectation, support by family, family obligation, cultural expectations of roles. In their cultural influence domain, perceived opportunity and gender are two of sub-areas. They further argued that family and culture were the only domains that all participants agreed on as influencing their career choices.

Finally, family obligation is one of the core values that is emphasized in Asian culture (Yee et al., 2007). Family obligation relates to Confucian ethics, a perspective that emphasizes obligation to others rather than individual rights, and a fundamental factor that impacts family dynamic in China, Japan, and Korea (Okagaki and Bojczyk, 2002). It is believed that the family interests take precedence over individual member's interests, and children of the family are expected to obey elders and participate in maintaining the household (Fulgini, Yip, and Tseng, 2002). Yee et al. (2007) further argued that family obligation includes both attitudinal and behavioral responsibilities, in which children are expected to show respect and affection for older family members, seek elder's advice and accept their decision, and keep up with needed assistance to family and emotional ties with elders throughout their life.

2.5 Influence of economic factors on Career Choices

Mau and Bikos (2000) cited previous findings showing a positive association between a family's economic status and aspirations. Youth from higher socioeconomic statuses were more likely to be knowledgeable of and choose professional occupations (Sellers et al. 1999). In contrast,

Brown and Barbosa (2001) found career aspirations of young females who came from low-income families were confined to experiences of their relatives and friends. Influential siblings are thought to play a key role in the career development of adolescents from lower socioeconomic backgrounds (Ali, McWhirter, & Chronister, 2005). Herr and Cramer (1996) stated socioeconomic status affects information about work, work experience, and occupational stereotypes, which influences vocational interests. Studies show a positive association between high school students' aspirations and their family's socioeconomic status, which is frequently related to parental education levels (Mau & Bikos, 2000; Signer & Saldana, 2001). Trusty (2002) indicated that a low socioeconomic status resulted in reduced and unrealized expectations. Additionally, socioeconomic status had a direct effect on unequal aspirations and expectations. Compared with middle and upper class individuals, lower class individuals faced more obstacles that limited their career aspiration levels (Gottfredson, 1981; Farmer, 1985). Regardless of socioeconomic status, Stitt-Gohdes (1997) stressed that the career aspirations of all individuals are important in the career development process.

The socio-economic status of a family influences the career choice of the students with high socio-economic status families encouraging and facilitating careers which are perceived more as paying. The birth order of students affects the career choice. This depends on the expectation placed on them by the family (Munga-Achar, 2006). This study finds this a general statement that needs verification through research. Consequently, the study will seek to determine whether the issues raised by the author apply to career choices of female students in tertiary institutions.

Research reports have shown that familial factors play important parts in Asian Americans academic achievement and career aspirations. For example, it has been reported that Asian Americans may not choose a career based on their own interests or intentions but on the whole family's decision (Leong, 2002). The younger generation owes it a duty to carry on family tradition and accomplish the wishes of the older generation (Tang et al., 1999). A number of other researchers have shown that family interactions were significantly related to career decision making, commitment to career choice process and career aspirations (Leong, 2002).

Family socio-economic status is the combination of the participants' parents' educational and occupational status scores. A number of studies have attested to the significant influence of family socio-economic status on the students' career choice. For example, it has been pointed out that lower levels of parent education can retard adolescents' career development (DeRidder, 1990). Studies on the influence of socio-economic status on aspirations to enter higher education revealed that a very strong relationship exists between family socio-economic status and occupational choice (Reeve and Heggstad, 2004). Most previous researchers lent support to the linkage between parents' socio-economic status and children's career choice (Salami, 2004). However, there is paucity of studies that specifically related socio-economic status to choice of gender-dominated occupations of female students.

Field (2002) posits that if students perceive earlier debt to be costlier, they may require more financial compensation under an academic program to enter low-paying public interest work and therefore be less likely to choose a public sector job. Thus, any uncertainty regarding continuation of a program, change in benefit amount, change in eligibility requirements, or change in tax treatment of loan payments could cause risk averse students with debt to refocus their career towards the financially secure private sector. The author has focused on student loans and debt as some of the potential factors that could influence the kind of careers students' target. The underlying argument is that students are more likely to enter careers that have a promise of high pay that can enable them to offset loans they might have taken to study. This study finds this a useful discussion that will guide fieldwork on female students in Kenyan tertiary institutions.

The Ohio Career Development Systems study (2009) argues that career choices are largely guided by the kind of lifestyle an individual aspires for. Do they want to acquire the latest technology, a luxury car, and designer clothes? Do they want to buy a home, marry, and raise a family? No matter what the answers, all lifestyles involve money. For most people, having money means they must earn an income. One's values relate to their economic goals. In making career decisions, they need to determine how important money is to them. They will therefore most likely target a career that fulfills their passion and talents, a career that allows them to pay

the bills and have money for extras and savings, a career that provides them with a large income, a career that provides them with status and a career that requires one to live in a foreign country among other factors. The current study will seek to establish whether any or all of the factors raised by the past study have any bearing on the choices of careers by female students in tertiary institutions.

Although few studies exist regarding effects of socioeconomic status on career choice, researchers agree socioeconomic status influences career choice (Sellers et al., 1999). Mau and Bikos (2000) cited previous findings showing a positive association between a family's socioeconomic status and aspirations. Youth from higher socioeconomic statuses were more likely to be knowledgeable of and choose professional occupations (Sellers et al. 1999). In contrast, Brown and Barbosa (2001) found career aspirations of young females who came from low-income families were confined to experiences of their relatives and friends. Influential siblings are thought to play a key role in the career development of adolescents from lower socioeconomic backgrounds (Ali, McWhirter and Chronister, 2005).

Herr and Cramer (1996) stated socioeconomic status affects information about work, work experience, and occupational stereotypes, which influences vocational interests. Studies show a positive association between high school students' aspirations and their family's socioeconomic status, which is frequently related to parental education levels (Mau and Bikos, 2000). Trusty (2002) indicated that a low socioeconomic status resulted in reduced and unrealized expectations. Additionally, socioeconomic status had a direct effect on unequal aspirations and expectations. Compared with middle and upper class individuals, lower class individuals faced more obstacles that limited their career aspiration levels (Farmer, 1985). Regardless of socioeconomic status, Stitt-Gohdes (1997) stressed that the career aspirations of all individuals are important in the career development process.

2.6 Students' Characteristics and Career Choice

The individual difference factor investigated in relation to the female students' career choice was achievement motivation. Achievement motivation is the desire to accomplish a difficult task, overcome obstacles and attain a high standard. Several studies have linked achievement motivation to occupational choice. For example, Brooks and Betz (1990) found that the expectancy \times valence interaction for an occupation accounted for from 12 to 41 per cent of the variance in tendency to choose male-dominated and female-dominated occupations although expectancy alone was as good a predictor as the product. Several studies have reported that achievement motivation significantly influence individuals in making realistic vocational choice (Salami, 2000). There is some evidence that high-achievement motivation and low fear of failure group differ from the low-achievement motivation/high fear of failure group in vocational choice because the high-achievement motivation/low fear of failure group possessed more accurate occupational prestige perceptions and aspired to higher level occupations (Tseng and Carter, 1970). The literature shows that achievement motivation is highly essential for and is related to female students' decision to go into mathematics, science and technology-related occupations. It is expected that the higher the achievement motivation of the female students the more likely they will choose science, mathematics and technology occupations (male-dominated occupations). This section presents literature on how different individual characteristics influences career choice.

2.6.1 Personality and Career Choice

A person's personality is a relatively stable precursor of behavior; it underlies an enduring style of thinking, feeling and acting (McCrae and Costa, 1997). While it seems intuitive that the personality characteristics of individuals should relate to job and career outcomes, Holland (1997) argues that an individual's occupational choice is critical because it affects different aspects of his/her personality and future welfare. Certain people fit more or less to certain professions and as a result, a person who has made a specific professional choice may fail or succeed in that and feel miserable or happy respectively. According to Ginsberg (1972), an individual's occupational choice is the outcome of a combination of his personal preferences and interests, the social values prevailing and the job opportunities available in the various stages of

the individual's career. Roberts (1968) claims that individuals' occupational choices are determined by their educational choices, while their ambitions reflect their social environment.

Osipow and Fitzgerald (1996) suggested that the interaction of personality and careers is a subject which has appealed to researchers for many years. Holland, for example, has focused on measuring one's interests, an important aspect of personality (Anastasia and Urbina, 1997). According to Holland (1997), people gravitate towards occupations and work environments congruent with their personal orientations. The choice of an occupation is construed as an attempt to fulfill a desired way of life through one's work. Career choices reflect a person's self-perception regarding his or her abilities, values and personality along with assessments of how these individual aspects fit with particular occupations.

Splaver (1977) stated that it is important for students to have a good understanding of themselves, their personality, if they are to make intelligent career plans. What they would like to be and what they are like are determining factors in their career. The personality factors to be considered include their mental abilities, special abilities, and interests. Splaver (1977) considered factors of mental abilities to be "verbal comprehension, word fluency ability, spatial ability, numerical ability, reasoning ability, and memory." Splaver matched careers with abilities in backing up her reasoning. She urged students to become familiar with their personality in order to guide their career choice. A developed career plan included evaluation of personality through self-assessment, and communication with others, another trait that depended heavily on personality, according to Harris and Jones (1997). Self-knowledge is shown to be a domain with many pathways (Anderson, 1995). In this domain, self-knowledge is the first of three integral competency areas stated in the National Career Development Guideline (National Commission Site, 1989). There have been many examples to describe the process of self-knowledge. One example would be a student's critical look at life's experiences to enhance their self-knowledge. Another example would be students using problem-based learning to gain insight into self-knowledge (Lankard and Brown, 1996). Self-knowledge has been pivotal in career development.

There have been numerous career clusters, as well as career clashers, that coincide with abilities. The student should become knowledgeable in these areas while searching for career interests. Once a career has been narrowed down, personality has played a role in obtaining and keeping employment in the field of choice. Attitudes used in interviews, along with compatible methods of working within teams and along side co-workers have depended upon the right personality. Once a career has been secured, ambition and sincerity, along with promotions may determine an employee's future.

According to Kroll et al. (1970), it is helpful to consider the attitudes people hold about themselves when choosing a career. Attitudes about personality have been organized into consistent modes of thinking, feeling and reacting to evaluation of our environment. Personality is defined as the collection or impressions in the appearance of the student's body and the impressions believed to have been made on others, good or bad. These impressions form the cognition or the understanding in dealing with persons and things. What makes up the cognitive map or personality may never be fully known.

The process of choice is affected by experience and purpose. One's experience is limited by the ability to perceive only what the individual is prepared to perceive. Our purpose also limits our ability to perceive. Thus experience and purpose have translated to self and situation, or personality and environment (Kroll et al., 1970). Personal determinants include the entire cluster of our biological and psychological attributes, as well as behavioral and physical features with genetic origins. The genetic determinants include sex, physical structures, neurological and endocrine systems and, to some extent, intellectual and nonintellectual abilities and aptitudes. Physical appearance such as height, weight, body proportions, structure of the face, etc. exert influences on others' reactions toward us and in turn on our self-evaluations. Rate of maturity is also a determinant (Kroll et al., 1970).

Weiler (1977) stated that there are coherent systems of thought and feelings manifested by corresponding patterns of behavior. He went on to identify three ego states that individual's exhibit. The first, called the 'Parent' ego, derives from parental figures, figures of authority. The

second state, the 'Adult' ego, appraises the environment objectively and then calculates possibilities and probabilities on the basis of experience. And third, each individual carries within a little boy or girl who feels, acts, talks, and responds just the way he or she did when a child of a certain age. This ego state is called the 'child.' Individuals always operate in one of the three ego states during any time of the day. Each of the ego states has its importance. People need all three in order to operate as a complete human being. The important key to effective and autonomous operation is becoming aware of all the ego states, knowing which one an individual is operating under at any given moment, and consciously switching to the ego state that will serve the individual most effectively in specific situations. Students must realize that there are many voices influencing behavior.

2.6.2 Self Esteem

One of the key aspects of Super's (1963) career development theory stated that the selection of a career is related to an attempt to satisfy the individual's current level of self-concept or reach a desired potential. As an individual decides upon a career, the person's self-concept will adapt to the needs of that desired career. A major component of the self-concept is self-esteem, a personal belief regarding self-worth based on the person's own belief system or generalized attributes that person has (Bandura, 1997).

Bloor and Brook (1993) studied undergraduate students in regard to career decidedness and personal adjustment, which included life satisfaction and self-esteem. The relationship of career maturity and clarity of career direction was examined, and how that clarity relates to psychological well-being. Following Khan and Alvi's (1983) findings, career maturity was related to career clarity, and that clarity is related to personal well-being. Students who already decided on a career goal reported greater life satisfaction and higher self-esteem than the undecided or career-avoidant participants.

McCullough, Ashbridge, and Pegg (1994) examined effects of self-esteem, family structure, focus of control, and career goals on leadership behavior for adolescents, hypothesizing that those students with high leadership potential had high self-esteem, internal focus of control,

strong family structure, and higher career goals than a comparison group. The hypothesis was found true in all aspects except self-esteem. The leadership group did not score higher in self-esteem. The leadership group derived their self-esteem from career goals. No speculation was made for where the comparison group gained self-esteem.

2.7 Theoretical Framework

The study proposes to employ the Social Cognitive Career Theory (SCCT) which is widely used for making predictions about people's occupational considerations (Gore & Leuwerke, 2000), academic achievement (Lent, Brown, & Hackett, 1994), as well as career and academic behaviors (Barak, 1981). Social cognitive career theory emphasizes several cognitive variables, including self-efficacy, outcome expectations, and choice goals, which are associated with academic performance, as well as persistence behavior. Furthermore, Super (1963) stated that both internal (personal attributes) and external (environmental and social context) factors within the transition stages will influence individuals' career choices and decisions as well as their career/vocational behaviors. One component of SCCT is self-efficacy, which was defined by Bandura (1986) as individual's ability to judge his or her capabilities to perform specific actions or designated functions. Outcome expectations are described as an individual's belief concerning the consequence or outcome from completing a specific action. (Lent, Brown, & Hackett, 2002). According to Lent and Brown (1996), individuals who have a higher self-efficacy and anticipate positive outcomes will support higher goals, which in turn will also promote and sustain positive performance. The variable of career exploration and commitment is about the courage of individuals to test, explore, and attach to career choices based upon career preferences (Blustein, Ellis, & Devenis, 1989).

According to Social Cognitive Career Theory, personal inputs (e.g., gender, race, and personality), contextual factors (e.g., social/academic status, culture, and family), and learning experiences (e.g., work experiences) influence career behaviors in important ways. Career choices are formulated through different processes and can be influenced by various factors or associated with different variables (Ginzberg, Ginzburg, Axelrad, & Herma, 1951; Jones, Gorman, & Schroeder, 1989; Orndorff & Herr, 1996). It may be that universities can provide one

of the best environments for such assistance in students' career development and in promoting their cognitive competence in career decision-making skills, career exploration, and career planning.

This study finds the SCCT a useful guide in both fieldwork and data analysis. The various tenets discussed including; personal attributes, status, personality, gender, culture, economic prospects and family are correspondingly critical to the interest of the study. Using the theory, the study will be seeking to establish what outcomes do the female students anticipate? How are they preparing for those outcomes? What is guiding their career aspirations? How is the external environment influencing career choices? All these issues have been given elaborate discussion by the selected theory and will therefore guide the researcher in interacting and extracting information from the respondents.

2.8 Conceptual Framework

To be able to illustrate the variables in the study, a model known as Factor-Choice Result Model has been adopted by the researcher (Figure 1).

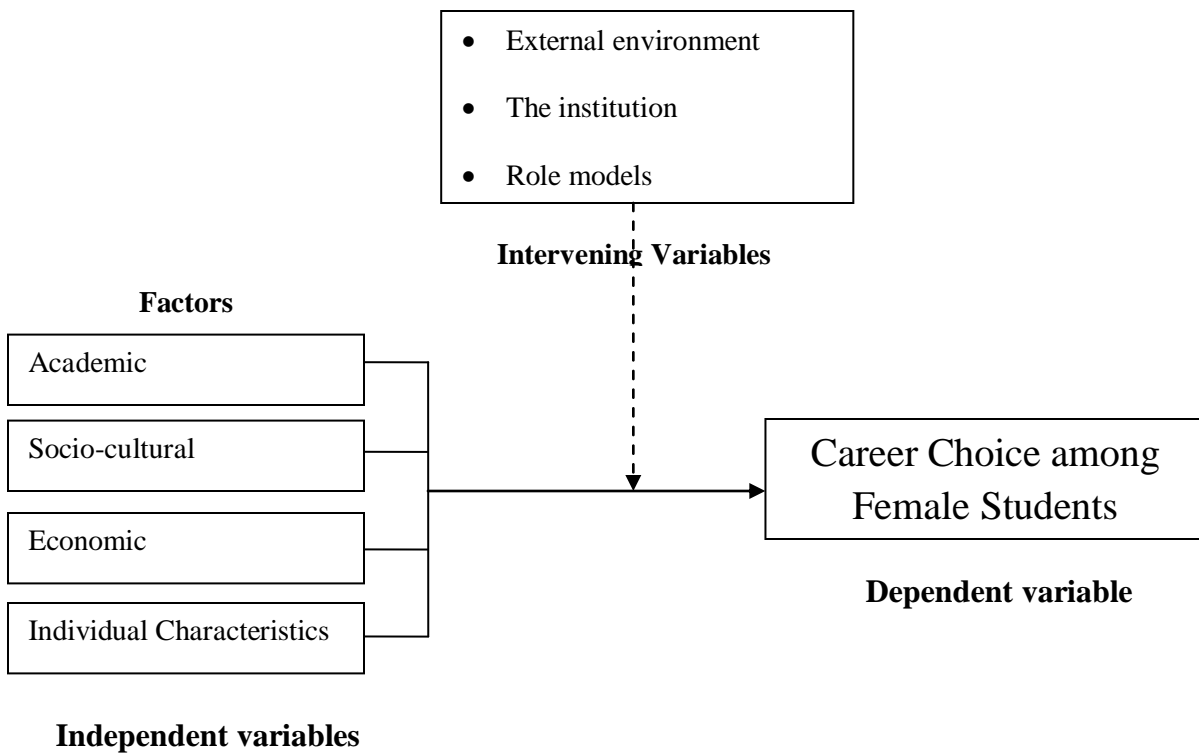


Figure 1: conceptual framework

According to Figure 1, the student’s objective in society and institution is to gain knowledge. However, in the pursuit of this objective, career aspirations emerge to be achieved through the education being provided. Based on the independent variables in terms of factors indicated (academic, socio-cultural, economic, individual characteristics) the student might make certain choices that will determine the nature of career she takes in the post secondary education. In this respect, the career choice becomes the dependent variable since it will be influenced by the various factors through the student. In addition to these variables, the study has identified a set of intervening variables which include the external environment in which the students intend to go and work as well as their current school environment and how it shapes their career choices. There is also the issue of the kind of role models they are exposed to or interact with and how these models influence the nature of career paths taken. This model will guide the study in

determining factors that influence career choices of female students in tertiary institutions as stated in the objectives.

2.9 Summary

The literature reviewed has highlighted various issues ranging from academic, political to cultural, and which have continuously influenced career choices of female students and women. However, while these positions and arguments remain a valid concern, this study takes cognizance of several radical changes that have taken place over a period of time. On the representation of women in higher institutions of learning, it has been found that different strategies such as affirmative action, pre-entry programmes, gender mainstreaming and sensitization courses have been put in place to help promote gender equity on the access to higher education (Lihamba et al, 2005). Many explanations for the inequality have also been put in place including low enrolment in basic education and gendered socio-cultural practices (Dunne and Leach, 2005). To fill the knowledge gap that exists, this study is therefore aimed at establishing how different factors influence career choices among female students in tertiary institutions in Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter described the research design and research methodology employed in this study. This was set out in sections under sub-headings containing research design, target population, sample size, sampling procedure, instrumentation, data collection and data analysis.

3.2 Research Design

This was a cross-sectional study where descriptive survey research design which emphasizes the measurement and analysis of relationships between variables was used (Creswell, 2003; McMillan and Schumacher, 2006). The descriptive design as applied in this study was used to explain the factors that influence career choices of female students in USIU.

3.3 Target Population

According to data obtained from the academic registry of USIU, as of the academic year 2010/2011, the university had a total population of 2743 female students. Out of this number, 623 were in their final year of study in different disciplines. This was the target population for the study since it was assumed that they had already chosen certain career paths. Consequently, they were no longer pursuing any further subject options within the institution that could alter already selected career paths. This population was therefore useful in providing responses as to the factors that influenced respective career choices. The study also selected the USIU population owing to the fact that while other institutions still had lower female enrolment rates compared to male students, USIU had 54% female enrolment. This meant that the institution had more female students sufficient for the purpose of this study. The study focused on the female students based on the fact that in the past, women in most parts of Africa were not considered for careers outside housekeeping and taking care of children. However, institutional and constitutional changes taking place on the continent have facilitated women participation in careers earlier reserved for men. In this context, it was imperative that these changes and how women approach career choices available to them be studied and documented.

3.4 Sampling Technique and Sample Size

Purposive sampling technique was used to choose the targeted population for the study. According to Mugenda & Mugenda (1999), purposive sampling is a non-probability technique that allows the researcher to arrive at the case that has the information required with respect to the objective of the study. This technique was deemed appropriate as the researcher perceived the final year students to have information on the factors which influenced the choice of their subject combination. Simple random sampling technique was therefore used to sample the respondents from the targeted population. The main advantage of this technique is that it gave equal chances for all the final year students to participate in the study. Out of the total of 623 final year female students targeted by the study, the researcher sampled 100 students. This constituted 16% of the total targeted population. Gay (2003) suggested that 10% of the accessible population is adequate to serve as a study sample. The researcher therefore considered 16% of the targeted population representative enough for the study.

3.5 Instruments of Data Collection

Questionnaires were used as instrument for data collection. According to Orodho (2004), a questionnaire is used to gather data, which allows a measurement for or against a particular viewpoint. He adds that a questionnaire has the ability to collect a large amount of information in a reasonably short span of time. Best and Khan (1993) observed that questionnaires enable the person administering them to explain the purpose of the study and to give meaning of the items that may not be clear. The researcher therefore deemed the questionnaires to be appropriate due to its nature that it is economical and easy to formulate and analyze. The instrument was divided into different sections where each section contained questions addressing particular objectives of the study. Section A contained items on the general information of the respondents, section B contained items on the influence of academic factors on career choice, section C contained items on the effect of socio-cultural factors on career choices, section D contained items on the effect of economic factors on career choices and section E contained items on the effect of individual characteristics on career choices. Likert scale was used to test on the respondents' level of agreement with particular variables of the study.

3.6 Validity

Piloting was done to test on the validity and reliability of the instruments. The instruments were tested among the students who were not included in the actual study. Piloting was done to ensure clarity and sustainability of the language to be used in the final instruments for the actual data collection. A total of 20 respondents were targeted for piloting. Those who were sampled for the piloting were not included in the actual study.

According to Mugenda and Mugenda (2003), validity is the degree to which results obtained from the analysis of data actually represent the phenomena under study. A valid instrument should accurately measure what it is supposed to measure. After administering the instruments to the selected respondents, the data obtained should be a true reflection of the variables under study. Opinion and comments from my supervisors were used to check on the content validity of the instruments.

3.7 Reliability

To test on the reliability of the instruments, the researcher used split-half method. The method involved scoring two halves usually odd and even items of a test separately for category of the instruments and then calculating the correlation coefficient for the two sets of scores. The coefficient indicates the degree to which the two halves of the test provide the same results and hence describes the internal consistency of the test.

Spearman Brown Prophecy Formula below was used to test on the reliability of the instruments:

$$r = \frac{2 \times \text{Corr. Between the Halves}}{1 + \text{Corr. Between the Halves}}$$

Where r = reliability of the coefficient resulting from correlating the scores of the odd items with the scores of the even items. According to Orodho (2004), a correlation co-efficient of about 0.8

is judged high enough for the instruments to be accepted as reliable for the study. The researcher got a correlation coefficient of 0.78 thus the instruments were considered reliable.

In addition, the study used Test-Retest Reliability. To gauge test-retest reliability, the same questionnaires were administered twice at two different points in time. For example, the same questionnaires were administered to the same group of female students both within the institution and away. This assisted in assessing the consistency of the responses tested across time. This reliability assumed that there was no change in the quality or construct being measured.

3.8 Data Collection Procedure

The researcher secured an introductory letter from the University for easy Identification and clarification for the purpose of the data to be collected. The questionnaires were administered to the sampled final year female students in USIU. The researcher personally administered the questionnaire to the respondents; made agreements on modalities of collecting completed questionnaires the same day or a later date agreed on with the respondents. In cases where there were difficulties in completing the questionnaire, the researcher was available to guide the respondent in the exercise.

3.9 Data Analysis Techniques

Primary data from the field was first edited to eliminate mistakes which were made by respondents during data collection. Coding was done to translate question responses into specific categories. Coding is expected to organize and reduce research data into manageable summaries. Statistical Package for Social Sciences (SPSS) was used to analyze the quantitative data while content analysis technique was used to analyze the qualitative data. Descriptive statistics such as frequencies and percentages were used to describe the data. The analyzed data was presented in form of tables where applicable.

3.10 Operational Definitions of Variables

Table 3.1: Operationalization of Variables

Type of Variable	Description of Variable	Actual Measurement Indicators
Independent Variable (Factors)	Academic factors	-Career guidance programmes within campus -Nature of curriculums -Individual subject strengths -Availability of the varied courses in the institution -Students academic interests in particular subjects
	Socio-Cultural factors	-Family pressure -Expectations of society on individuals' careers -The nature of careers society offers to the graduates -The occupational status and educational level of parents -The cultural background of a student -The kind of society a student lives and interacts with -The desire for a significant social status -Students' gender
	Economic factors	-Financial expectations of the individual with respect to anticipated careers in terms of pay -Needs of the individual -Responsibility of the individual on society and family -The economic status of one's family -Pressure from the family for financial support -Financial success of peers
	Individual characteristics	-Individual personality -Individuals' self esteem -Students' interest in particular subjects -Students mental abilities -Students' attitude towards subjects
Dependent Variable	Career choices	The various careers chosen by individuals e.g. International business administration International relations Hotel & Restaurant Management Tourism Management Applied Computer Technology Accounting Psychology Journalism Criminal Justice
Intervening Variables		-external environment -school environment -role models

3.11 Summary

This chapter presented the research design which was used in collecting and analyzing data. It has also provided the population and sample as well as statements on how issues of validity and reliability were addressed as far as data collected was concerned. The chapter presented that only questionnaires were used as they suited the kind of respondents targeted for they may have lacked time to give oral interviews due to engagement in their studies. Finally, the chapter provided a basic framework on how data was not only collected, but also analyzed.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study. The purpose of the study was to establish factors that influence career choices among female students in tertiary institutions in Kenya. A sample of 100 respondents was targeted by the study out of which 90 responded giving a response rate of 90%. The findings of the study were presented as per the objectives in the following sections.

4.2 Demographic Data Analysis

In this section, the researcher sought to get information on the respondents' age, faculty and the degrees taken.

4.2.1 Distribution of Respondents by Age

To establish the ages of the respondents, they were asked to indicate their age brackets. The study found that 50% were between 19-25 years, 34% were between 26-30 years and 16% were found to be above 31 years. The findings of the study were as presented in Table 4.1

Table 4.1 Percentage Distributions of Respondents by Age

Age Bracket	Frequency	Percentage
19 – 25 years	45	50
26– 30	31	34
31 Years and above	14	16
Total	90	100

4.2.2 Distribution of the Respondents by Faculties

The respondents were asked to indicate their faculties. The study found that 51% of the respondents indicated that they were in the faculty of humanities and social sciences. The study also found that 38% of the respondents were in the faculty of business and that 11% were in the faculty of Science and Technology. According to the NSF (2010), Women made up 11% of engineers in 2009, up from 6% in 1983. Over the same time period, the percentage of female engineering technicians increased barely at all, from 18% to 19%. In mathematics and computer science, the proportion of women has actually declined, from 31% in 1983 to 25% in 2009. It is unlikely that women's ability in these fields has deteriorated, so this decline more likely reflects working conditions or other factors that impede female participation. From the findings of the study, it can be said that most of the female students in USIU are taking courses related to humanities and social sciences. The findings of the study are as presented in Table 4.2.

Table 4.2 Distribution of the Respondents by Faculties

Faculty	Frequency	Percentage
School of Business	34	38
School of Humanities and Social Science	46	51
School of Science and Technology	10	11
Total	90	100

4.2.3 Distribution of the Respondents by Courses taken

On the distribution of the respondents in terms of courses taken, the study found that 24% of the respondents interviewed were pursuing a course in International Relations. It was also found that 16% of the respondents mentioned that they were pursuing a course in psychology. From the findings of the study, it can be concluded that most of the female students were pursuing related courses on humanity and social sciences. The findings of the study were as presented in Table 4.3.

Table 4.3 Distribution of the Respondents by Courses taken

Degree Choices	Frequency	Percentage
International Business Administration	12	13
Business Administration	6	7
Hotel & Restaurant Management	5	6
Tourism Management	9	10
Information Systems & Technology	7	8
Applied Computer Technology	3	3
Accounting	3	3
Psychology	14	16
Journalism	4	5
International Relations	22	24
Criminal Justice	5	5
Total	90	100

4.3 Influence of Academic Factors on Career Choices among Female Students

4.3.1 Effect of Academic Factors on Career Choices

The respondents were asked to indicate whether academic factors affected career choices among students. The study found that 90% of the respondents indicated that academic factors influence career choices while 10% indicated that academic factors did not influence career choice. According to Chuang et, al. (2009) studies have suggested that academic major plays an important role in students' career choice behavior. This is an indication that academic factors are major determinants in the choice of career among students. The findings of the study were as presented in Table 4.4.

Table 4.4 Influence of Academic Factors on Career Choices among Female Students

Response	Frequency	Percentage
Yes	81	90
No	9	10
Total	90	100

The respondents were further asked to indicate whether academic factors affected their career choices. The study found that 87% of the respondents indicated that academic factors influenced their career choices while 23% indicated that it did not influence their career choice.

The respondents were asked to give explanation for their answers. The following explanations were given: good performance in related subjects, interest in particular subjects and that they were counseled to take the courses through career and guidance.

4.3.2 Academic Factors Influencing Career Choices among Student

Students were further asked to indicate the extent of their agreement with different statements on the effect of academic factors on career choices. The study found that students' academic interests in particular subjects influences their career choices to a very large extent as indicated by 77% of the respondents. The study also found that 71% of the respondents indicated that students' performance in particular subjects affects career choices to a very large extent, 59% indicated that availability of the varied courses in the institution affected their career choices and 33% indicated that career guidance and counseling provided in schools influences the choice of career to a small extent. The findings of the study were as presented in Table 4.5.

Table 4.5 Academic Factors Influencing Career Choices among Student

Statement	Very large extent		Large extent		Neutral extent		Small extent		No extent at all		Total (%)	
	F	%	f	%	f	%	f	%	f	%	F	%
Students performance in particular subjects	64	71	22	24	0	0	4	5	0	0	90	100
Availability of the varied courses in the institution	53	59	17	19	7	8	10	11	3	3	90	100
Students academic interests in particular subjects	69	77	14	16	1	1	4	4	2	2	90	100
Career Guidance and counseling provided in schools	14	16	23	26	11	12	30	33	12	13	90	100

4.4 Socio-cultural Factors Influencing Career Choices among Female Students in USIU

In this section, the study sought to find out whether socio-cultural factors influenced career choices among female students in USIU.

4.4.1 Effect of Socio-cultural factors on Career Choices

The respondents were asked to mention whether socio-cultural factors influenced career choices. It was found that 87% of the respondents indicated that socio-cultural factors influenced career choices while 13% indicated that socio-cultural factors did not influence career choices among students. Brown and Barbosa (2001) found career aspirations of young females who came from low-income families were confined to experiences of their relatives and friends. The findings of the study were as presented in Table 4.6.

Table 4.6 Effect of Socio-cultural factors on Career Choices

Response	Frequency	Percentage
Yes	78	87
No	12	13
Total	90	100

The respondents were further asked to indicate whether socio-cultural factors influenced their career choices. The study found that 70(78%) indicated that socio-cultural factors influenced their career choices. Asked to briefly explain their answers, the following explanations were given: inspiration to pursue their parents' career, the social set up in which they were brought up influenced their interest in particular career lines and that the educational background of their family members inspired them to choose their careers. Signer's and Saldana's (2001) study found the social status of mothers' occupations, as opposed to the social status of fathers' occupations, had a stronger correlation with the social status of female students' career aspirations.

4.4.2 Socio-cultural factors that influence career choices

To test on the effect of socio-cultural factors on career choices, the respondents were asked to indicate their level of agreement with different statements on the effect of socio-cultural factors on career choices among students. The study found that the kind of society a female student lives and interacts with will determine the kind of career she chooses. The study also found that 38% disagreed with the statement that the desire for a significant social status determines the kind of career a female student chooses, 42% agreed with the statement that the kind of society a female student lives and interacts with will determine the kind of career she chooses, 37% of the respondents strongly agreed that students gender affects their career choices, 34% agreed with the statement that the occupational status and educational level of parents influences career choices among female students and that 30% agreed with the statement that the cultural background of a female student in tertiary institutions influences the kind of career they choose. According to Chen (1997), the career choice that adolescents make is a decision that is influenced not only by their development but also by the context in which they live. According

to Jones and Larke (2003), some of the factors influencing career choices among students include: gender, parents' occupation, parents' level of education, parents' level of influence and self-esteem. According to Burlin (1976), the occupational status and educational level of females' parents have had a significant impact on their career aspirations and career choice. Wahl and Blackhurst (2000) indicated that children's career aspirations were more closely related to parental occupations. They further found that among adolescent females in particular, career choice was strongly influenced by the mother's occupation. The findings were as presented in Table 4.7.

Table 4.7 Socio-cultural Factors that Influence Career Choices

Statement	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total (%)	
	f	%	F	%	f	%	f	%	F	%	f	%
The occupational status and educational level of parents influences career choices among female students	24	27	31	34	9	10	19	21	7	8	90	100
The cultural background of a female student in tertiary institutions influences the kind of career she chooses	13	14	27	30	12	13	23	26	15	17	90	100
The kind of society a female student lives and interacts with will determine the kind of career she chooses	17	19	38	42	5	6	19	21	11	12	90	100
The desire for a significant social status determines the kind of career a female student chooses	11	12	26	29	10	11	34	38	9	10	90	100
Students gender affects their career choices	33	37	24	27	3	3	17	19	13	14	90	100

4.5 Economic Factors Influencing Career Choices among Female Students in USIU

On the effect of economic factors, the study sought to find out whether economic factors influence career choices among students.

4.5.1 Effect of Economic Factors on Career Choices

The respondents were asked to indicate whether economic factors influenced career choices among students. The study found that 91% of the respondents indicated that economic factors influences career choices among students while 9% indicated that economic factors had no influence on career choices among students. A study done by Sellers et al. (1999) found that youth from higher socioeconomic statuses were more likely to be knowledgeable of and choose professional occupations compared to those from low socio-economic backgrounds. (The findings of the study were as presented in Table 4.8.

Table 4.8 Effect of Economic Factors on Career Choices

Response	Frequency	Percentage
Yes	82	91
No	8	9
Total	90	100

The respondents were further asked to mention whether economic factors influence their career choices. The study found that 57(63%) of the respondents indicated that their career choices were influenced by economic factors.

Asked to briefly explain their answers, the following explanations were given: that some courses such as medicine are expensive to pursue compared to others, that whoever was responsible to pay their school fees could only afford the fees for the courses they were pursuing at the moment and that some chose the courses which they perceived to have a lot of opportunities in the job market so that they can get jobs after their studies.

4.5.2 Effect of Economic Factors on Career Choices

The respondents were given different statements to indicate their level of agreement with different statements on the effect of economic factors on career choices among students. The study found that 47% of the respondents disagreed with the statement that the desire to become rich influences career choices of female students. The study also found that 24% disagreed with the statement that money is not a factor in determining career choices for female students, 33% strongly agreed with the statement that the economic status of one's family influences career choices among female students in institutions of higher learning and that 29% agreed with the statement that pressure from the family for financial support influences career choices of female students. Studies show a positive association between high school students' aspirations and their family's socioeconomic status, which is frequently related to parental education levels (Mau & Bikos, 2000; Signer & Saldana, 2001). Most previous researchers lent support to the linkage between parents' socio-economic status and children's career choice (Salami, 2004). The Ohio Career Development Systems study (2009) argues that career choices are largely guided by the kind of lifestyle an individual aspires for. From the findings of the study, it can be concluded that economic factors influences career choices among students in USIU. The findings of the study were as presented in Table 4.9.

Table 4.9 Effect of Economic Factors on Career Choices

Statement	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total (%)	
	f	%	f	%	F	%	f	%	f	%	f	%
The desire to become rich influences career choices of female students	6	7	9	10	13	14	42	47	20	22	90	100
The economic status of one's family influences career choices among female students in institutions of higher learning	30	33	26	29	8	9	15	17	11	12	90	100
Money is not a factor in determining career choices for female students	9	10	14	16	6	7	22	24	39	43	90	100
Pressure from the family for financial support influences career choices of female students	11	12	26	29	15	17	18	20	20	22	90	100
Salary scales are a factor in determining choice of careers	9	10	18	20	11	12	29	32	23	26	90	100
Financial success of peers influence career choices among female students in tertiary institutions	11	12	17	19	10	11	35	39	17	19	90	100

4.6 Influence of Individual Characteristics on Career Choices among Female Students in USIU

In this section, the researcher sought to find out how students' individual characteristics influenced career choices.

4.6.1 Effect of Individual Characteristics on Career Choices

The respondents were asked to indicate whether individual characteristics of students influenced career choice. The study found that 76(84%) of the respondents interviewed indicated that individual characteristics influences career choices among students while 14(16%) indicated that individual characteristics do not influence career choices among students. The findings of the study were as presented in Table 4.10.

Table 4.10 Effect of Individual Characteristics on Career Choices

Response	Frequency	Percentage
Yes	76	84
No	14	16
Total	90	100

4.6.2 Influence of Individual Characteristics on Career Choices

To determine the effect of individual characteristics on career choices among students, the respondents were asked to indicate the level of their agreement with different statements on the effect of individual characteristics on career choices. The study found that 70% of the respondents strongly agreed with the statement that students' interest in particular subjects influences their career preference. The study also found that 67% strongly agreed with the statement that students mental abilities influences their career choices, 63% of the respondents strongly agreed with the statement that students' attitude towards subjects influences their career choices, 51% strongly agreed with the statement that students personality influences career preferences among students and that 50% strongly agreed with the statement that student's self esteem influences career choice among students. While it seems intuitive that the personality characteristics of individuals should relate to job and career outcomes, Holland (1997) argues

that an individual's occupational choice is critical because it affects different aspects of his/her personality and future welfare. According to Holland (1997), people gravitate towards occupations and work environments congruent with their personal orientations. The findings were as presented in Table 4.11.

Table 4.11 Influence of individual characters on career choices among female students in USIU

Statement	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total (%)	
	F	%	f	%	f	%	F	%	F	%	f	%
Students personality influences career preferences among students	46	51	33	37	3	3	5	6	3	3	90	100
Student's self esteem influences career choice among students	45	50	25	28	6	7	13	14	1	1	90	100
Students' interest in particular subjects influences their career preference	63	70	17	19	1	1	6	7	3	3	90	100
Students mental abilities influences their career preferences	60	67	21	23	2	2	5	6	2	2	90	100
Students' attitude towards subjects influences their career choices	57	63	23	26	0	0	9	10	1	1	90	100

The respondents were further asked to mention other students' characteristics which influence their career choices. The following characteristics were mentioned: self esteem, personality, personal preferences and personal interests.

4.6.3 Other factors Influencing Career choices among Students

The respondents were asked to mention other factors influencing career choices among students. The following factors were mentioned: gender, socioeconomic status, race, parents' occupation and education level, parental expectations and the social values prevailing and the job opportunities available in the various stages of the individual's career.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

The purpose of this study was to establish factors that influence career choices among female students in tertiary institutions in Kenya. The study was guided by the following specific objectives: to establish academic factors that influence career choices of female students in USIU, to determine socio-cultural factors that influence career choices among female students, to establish economic factors that influence career choices among female students and to establish the influence of individual characters on career choices among female students.

5.2 Summary of the Research Findings

The following are the summary of the findings of the study as per the objectives:

The first objective of the study was to establish academic factors that influence career choices of female students in USIU. This objective was analyzed using data from the respondents with respect to students' interests in particular subjects, students' performance and availability of varied courses. The data was analyzed using frequency distribution. The study found that 77% of the respondents indicated that students' academic interests in particular subject influences their career choices to a very large extent. Students' performance and availability of varied courses were also found to influence career choices as indicated by 71% and 59% respectively.

The second objective of the study was to determine socio-cultural factors that influence career choices among female students in USIU. This objective was analyzed using data from the respondents with respect to the kind of society a female student lives and interacts with; whether students' gender affects their career choices, occupational status and educational level of parents and cultural background of a female student in tertiary institutions. The data was analyzed using frequency distribution. The study found that 42% agreed with the statement that the kind of society a female student lives and interacts with will determine the kind of career she chooses, 37% strongly agreed that students gender affects their career choices, 34% agreed that the

occupational status and educational level of parents influences career choices among female students and that 30% agreed that the cultural background of a female student in tertiary institutions influences the kind of career they choose.

The third objective of the study was to establish economic factors that influence career choices among female students in USIU. This objective was analyzed using data from the respondents with respect to the economic status of one's family and pressure from the family for financial support. The data was analyzed using frequency distribution. The study found that 33% strongly agreed with the statement that the economic status of one's family influences career choices among female students in institutions of higher learning and that 29% agreed with the statement that pressure from the family for financial support influences career choices of female students.

The fourth objective of the study was to establish the influence of individual characters on career choices among female students in USIU. This objective was analyzed using data from the respondents with respect to the students' interest in particular subjects, students mental abilities, students' attitude towards subjects, students personality and student's self esteem. The data was analyzed using frequency distribution. The study found that 67% strongly agreed that students mental abilities influences their career choices, 63% strongly agreed with the statement that students' attitude towards subjects influences their career choices, 51% strongly agreed that students personality influences career preferences among students, 70% strongly agreed that students' interest in particular subjects influences there career preference and 50% strongly agreed that student's self esteem influences career choice among students.

5.3 Conclusion

From the findings of the study, it can be concluded that academic factors such as students' interests in particular subjects, students' performance and availability of varied courses affects career choices among female students in USIU. It can also be concluded that socio-cultural factors such as the kind of society a female student lives and interacts with, students' gender, occupational status and educational level of parents and cultural background of a female student in tertiary institutions affects their career choices. It can further be concluded that economic

factors such as economic status of one's family and pressure from the family for financial support influences career choices among students. It can finally be concluded that students' characteristics such as students' interest in particular subjects, students mental abilities, students' attitude towards subjects, students personality and student's self esteem influences career choices among female students in USIU.

5.4 Recommendations

The findings of the study has evidenced that there are different factors influencing the career choices among students. It was therefore recommended that career guidance and counseling in Universities should be heightened to enable students to make sound career choices instead of leaving them at the mercies of other factors which may not be appropriate.

The study also recommends that different options for courses should be offered at the institution to give varieties of careers. This was due to the fact that available career options were found to influence the choice of career pursued by students in USIU.

5.5 Recommendations for Further Research

This study was carried out in USIU. The study focused on establishing the factors influencing career choices among students. The researcher therefore recommends that another study be carried out in other universities to determine the challenges facing university students in choosing the careers they want to pursue.

References

- Ali, S. R., McWhirter, E. H., & Chronister, K. M. (2005). *Self-efficacy and vocational outcome expectations for adolescents of lower socioeconomic status: A pilot study*. *Journal of Career Assessment*, 13, 40-58.
- Albert, K. A., & Luzzo, D. A. (1999). *The role of perceived barriers in career development: A social cognitive perspective*. *Journal of Counseling & Development*, 77, 431-436.
- Astin, A., Green, K. C., & Korn, W. S. (1988). *The American freshman: Twenty year trends*. Los Angeles: Higher Education Research Institute.
- Anastasi, A. and Urbina, S. (1997). *Psychological Testing, (7th ed.)* Prentice-Hall, Englewood Cliffs,NJ.
- Anderson, K. (1995). *The use of a structured career development group to increase career identity*. *Journal of Career Development*, 21 (4) (ERIC Document Reproduction No. EJ 504 417)
- Bandura, A. (1999). *Self-efficacy: Toward a unifying theory of behavioral change*. In R. F. Baumeister, (Ed.), *The self in social psychology* (pp. 285-298). Psychology Press, NY: NewYork.
- Bandura, A. Barbaranelli, c., Caprara, G.,& Pastorelli, C. (2001). *Self-efficacy beliefs as aspirations and Carrier trajectories*. *Child Development*, 72 187-206.
- Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York: W. H. Freeman and Company.
- Barak, A. (1981). *Vocational interests: A cognitive view*. *Journal of Vocational Behavior*, 19, 1-14.
- Best J. W. and Khan J. V (1993) *Research in Education: Edward Anold Ltd, Boston .*
- Blustein, D. L., Ellis, M. V., & Devenis, L. E. (1989). *The development and validation of a two-dimensional model of the commitment to career choices process (Monograph)*. *Journal of Vocational Behavior*, 35, 342-378.
- Brown, S. G., & Barbosa, G. (2001). *Nothing is going to stop me now: Obstacles perceived by low-income women as they become self-sufficient*. *Public Health Nursing*, 18, 364-372.
- Brooks, L. and Betz, N.E. (1990), "Utility of expectancy theory in predicting occupational choices in college students", *Journal of Counselling Psychology*, Vol. 37 No. 1, pp. 57-64.

- Bunyi, G.W. (2004). *Gender Disparities in Higher Education in Kenya: Nature, Extent and The Way Forward*. The African Symposium Vol.4. No.1. March.
- Burlin, F. D. (1976). *The relationship of parental education and maternal work and occupational status to occupational aspiration in adolescent females*. Journal of Vocational Behavior, 9, 99-104.
- Brown, S. G., & Barbosa, G. (2001). *Nothing is going to stop me now: Obstacles perceived by low-income women as they become self-sufficient*. Public Health Nursing, 18, 364-372.
- Chen, C.P. (1997). *Career projection: Narrative in context*. Journal of Vocational Behavior, 54, 279-295.
- Conroy, C. A., Scanlon, D. C., & Kelsey, K. D. (1998). *Influences on adolescent job choice: Implications for teaching career awareness in agricultural education*. Journal of Agricultural Education, 39(2), 30-38.
- Creswell, J.W. (2003). *Mixed Method Procedures. In Research design: Qualitative, Quantitative, and Mixed Methods Approaches (pp. 208-226)*. Thousand Oaks, CA: Sage Publications.
- Crozier, S. and Dorval, C. (2004). *"The relational career values of post-secondary women students"*, available at: www.contactpoint.ca/cjcd/vi-ni/article1.pdf (accessed 16 September).
- Dunne, M. and Sayed, Y. (2002). *"Transformation and Equity: Women and Higher Education in Sub-Saharan Africa."* International Studies in Educational Administration 30(1): 50-65.
- Drucker, P.E. (1994). *The age of social transformation*. The Atlantic Monthly, 274, 53-80.
- DeRidder, L. (1990). *The Impact of Parents and Parenting on Career Development*, Comprehensive Career Development Project (ED 325769), Knoxville, TN.
- Elegbede, S.A. (1977). *"A study of non-preferred occupations of secondary school students and reasons for non-preference"*, A project submitted in partial fulfillment for the award of Bachelor of Education Degree, University of Ibadan, Ibadan.
- Feller, R. (1996h). *Redefining "career" during the work revolution*. In R. Feller & G. Walz (Eds.), *Career transitions in turbulent times: Exploring work, learning and careers* (pp. 143-154). Greensboro, NC: ERIC/CASS Publications.
- Field E (2002). *Educational Debt Burden and Career Choice: Evidence from a Financial Aid Experiment at NYU Law School*. Working Paper # 469, Princeton University, http://www.irs.princeton.edu/pubs/working_papers.html
- Findlay, H. J., & Rawls, W. J. (1984). *Factors that influence agricultural career objectives among students attending historically black four-year institutions*. Journal of the American Association of Teacher Educators in Agriculture, 25(1), 28-34.

- Fisher, T. A., & Griggs, M. B. (1995). *Factors that influence the career development of African American and Latino youth*. *The Journal of Vocational Education Research*, 20(2), 57-74.
- Farmer, H. S. (1985). *Model of career and achievement motivation for women and men*. *Journal of Counseling Psychology*, 32, 363-390.
- Francis, B. (2002). *Is the future really female? The impact and implications of gender for 14-16 year olds' career choices*. *Journal of Education and Work*, 15, 75-88.
- Frederickson, R. H., & Rothney, J. W. M. (1972). *Recognizing and assisting multipotential youth*. Columbus, OH: Merrill.
- Fouad, N. A., Kantamneni, N., Smothers, M. K., Chen, Y., Fitzpatrick, M., & Terry, S. (2008). *Asian American career development: A qualitative analysis*. *Journal of Vocational Behavior*, 72, 43-59.
- Fuligni, A. J., Yip, T. & Tseng, V. (2002). *The impact of family obligation on daily activities and psychological well-being of Chinese American adolescents*. *Child Development*, 73(1), 302-314.
- Gay, R. L. (2003). *Educational Research: Competencies for Analysis and Application* (7th ed) Columbus: Charles E. and Merrill Publishing Company.
- Ginzberg, E., Ginzburg, S. W., Axelrad, S., & Herma, J. (1951). *Occupational Choice*, Columbia University Press, New York, NY.
- Ginsberg, E. (1972), "Towards a theory of occupational choice: a restatement", *Vocational Guidance Quarterly*, March.
- Gesinde, S.A. (1991), "Vocational development and adjustment", Ibadan External Studies Programme Series, The Centre for External Studies, University of Ibadan, Ibadan.
- Gore, P. A., & Leuwerke, W. C. (2000). *Predicting occupational considerations: A comparison of self-efficacy beliefs, outcome expectations, and person-environment congruence*. *Journal of Career Assessment*, 8 (3), 237-250.
- Gutek, B. A., & Larwood, L. (1987). *Introduction: Women's careers are important and different*. In B. A. Gutek & L. Larwood (Eds.), *Women's career development* (pp. 7-14). Newbury Park, CA: Sage.
- Harris, B., & Jones, S. (1997). *The parent's crash course in career planning*. Lincolnwood, IL: VGM Career Horizons Hoppock, R. (1957), *Occupational Information*, McGraw-Hill, New York, NY.
- Hackett, G., & Betz, N. (1981). *A self-efficacy approach to the career development of women*. *Journal of Vocational Behavior*, 18, 326-339.

- Heins, M., Hendricks, J., & Martindale, L. (1982). *The importance of extra-family support on career choices of women*. *Personnel & Guidance Journal*, 455-459.
- Hellenga, K., Aber, M. S., & Rhodes, J. E. (2002). *African American adolescent mothers' vocational aspiration-expectation gap: Individual, social, and environmental influences*. *Psychology of Women Quarterly*, 26, 200-212.
- Herr, E. L., & Cramer, S. H. (1996). *Career guidance and counseling through the lifespan (5th ed.)*. New York, NY: Longman.
- Hewitt, J. (2010). *Factors influencing career choice*. Cited from www.ehow.com on 15/02/2020.
- Heins, M., Hendricks, J., & Martindale, L. (1982, April). *The importance of extra-family support on career choices of women*. *Personnel & Guidance Journal*, 455-459.
- Houser, M. L., & Yoder, E. P. (1992). *Factors related to the educational and career choices of talented youth*. *Proceedings of the 19th National Agricultural Education Research Meeting*, St. Louis, MO, 19, 400-407.
- Holland, J.L. (1997), *Making Vocational Choices: A Theory of Careers, 3rd ed.*, Prentice-Hall, Englewood Cliffs, NJ.
- Hughes, C. M., Martinek, S. A., & Fitzgerald, L. F. (1985). *Sex role attitudes and career choices: The role of children's self-esteem*. *Elementary School Guidance and Counseling*, 20, 57-65.
- Jones, W. A., & Larke, A. (2001). *Factors influencing career choice of African-American and Hispanic graduates of a land-grant college of agriculture*. *Journal of Agricultural Education*, 42(1), 38-48.
- Jones, L. K., Gorman, S., & Schroeder, C. G. (1989). *A comparison between the SDS and the career key among career undecided college students*. *The Career Development Quarterly*, 37, 335-344.
- Kaufmann, F. (1981). *The 1964-1968 Presidential Scholars: A follow-up study*. *Exceptional Children*, 48. 2.
- Kahneman, D., & Tversky, A. (1984). *Choices, values, and frames*. *American Psychologist*, 39, 341-350.
- Kerr, B. A. (1981). *Career education strategies for gifted and talented*. *Journal of Career Education*, 7, 318-325. Reprinted in *Chronical Guidance Professional Series*, p. 994, 1982.
- Kerka, S. (2000). *Career development, gender, race and class*. *Eric Clearing house on Adult Careed and Vocational Education Columbus*. ED 421641.

- Kotrlik, J., & Harrison, B. (1989). *Career decision patterns of high school seniors in Louisiana*. The Journal of Vocational Education Research, 14(2), 47-65.
- Kroll, A., Dinklage, L., Lee, J., Morley, E., & Wilson, E. (1970). *Career development*. New York, NY: John Wiley & Sons, Inc.
- Krumboltz, J.D. (1996). *A learning theory of career counseling*. In M.L. Savickas & W.B. Walsh (Eds.), *Handbook of career counseling theory and practice* (pp. 55-80). Palo Alto, CA: Davies-Black.
- Lankard/Brown, B. (1996a). *Acquiring self knowledge for career development* (ERIC Digest No.175).
- Lent, R. W., & Brown, S. D. (1996). *Social cognitive approach to career development: An overview*. Career Development Quarterly, 44, 310-321.
- Leong, F. T. L., & Hardin, E. (2002). *Career psychology of Asian Americans: Cultural validity and cultural specificity*. In G. Nagayama & S. Okazaki (Eds.), *Asian American psychology: The science of lives in context* (pp. 131-152). Washington, DC: American Psychological Association
- Lent, R. W., Brown, S. D., & Hackett, G. (1994). *Toward a unifying social cognitive theory of career and academic interest, choice, and performance*. (Monograph) Journal of Vocational Behavior, 45, 79-122.
- Lent, R. W., Brown, S. D., & Hackett, G. (2002). *Social Cognitive Career Theory*. In D. Brown & Associates, *Career choice and development* (4th ed., pp. 255-311), San Francisco: Jossey-Bass.
- Lihamba, A., Mwaipopo, R. and Shule, L. (2006). *"The Challenges of Affirmative Action in Tanzanian Higher Education Institutions: A Case Study of the University of Dar es Salaam, Tanzania."* Women's Studies International Forum 29: 581-591.
- Looft, W. R. (1971). *Vocational aspirations of second-grade girls*. Psychological Reports, 28, 241-242.
- Luzzo, D. A., & McWhirter, E. H. (2001). *Sex and ethnic differences in the perception of educational and career-related barriers and levels of coping efficacy*. Journal of Counseling & Development, 79, 61-67.
- McMillan, J. H. & Schumacher, S. (2006). *Research in education: Evidence-based inquiry*. pp. 233-240.
- McQuaid, R. and Bond, S. (2003). *Gender stereotyping of career choice*. Cited from <http://www.careers-scotland.org.uk> 23.02.2010.

- National Science Foundation (NSF), 2010) <http://nsf.gov/statistics/wmpd/pdf/tab9-2.pdf>.
- Nieva, V. F., & Gutek, B. A. (1981). *Women and work: A psychological perspective*. New York: Praeger
- Kochung E and Migunde Q (2011). *Factors Influencing Students Career Choices among Secondary School students in Kisumu Municipality, Kenya*. Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS) 2 (2): 81-87.
- McCrae, R.R., Costa, P.T. (1997), "*Personality trait structure as a human universal*", American Psychologist, Vol. 52 pp.509-16.
- Mau, W. C., & Bikos, H. (2000). *Educational and vocational aspirations of minority and female students: A longitudinal study*. Journal of Counseling & Development, 78, 186-194.
- Mendez, L. M. R., & Crawford, K. M. (2002). *Gender-role stereotyping and career aspirations: A comparison of gifted early adolescent boys and girls*. Journal of Secondary Gifted Education, 13, 96-107.
- Morley, L. (2004). *Gender and Access in Commonwealth Higher Education. Paper presented at the conference "Achieving Diversity in Tertiary and Higher Education: Cross-National Lessons, Challenges and Prospects."* Yunnan Province, People's Republic of China, November 15-17, 2004.
- Morley, L., Gunawardena, C., Kwesiga, J., Lihamba, A., Odejide, A., Shackleton, L. and Sorhaindo, A. (2006). *Gender Equity in Commonwealth Higher Education: An Examination of Sustainable Interventions in Selected Commonwealth Universities*. Researching the Issues Report No. 65. London: DfID.
- Mugenda, O. and Mugenda, A. (1999). *Research Methods: Qualitative and Quantitative Approaches*. Nairobi: African Centre for Technology Studies Press.
- National Commission's Site (1989). *National commission for cooperative education*. Retrieved June 14, 2002, from <http://www.co-op.edu/further.html>
- Nawe, J. (2002). *Female Participation in African Universities: Effective Strategies for Enhancing their Participation with Reference to the University of Dar es Salaam, Tanzania*. Paper presented at "African Universities in the 21st Century" conference organised by Dakar/University of Illinois, Centre for African Studies, Senegal, Council For Development Social Science Research in Africa (CODESRIA). April 25-27, 2002.
- Orndorff, R. M., & Herr, E. L. (1996). *A comparative study of declared and undeclared college students on career uncertainty and involvement in career development activities*. Journal of Counseling and Development, 74, 632-639.

- Onsongo J (2007). *The Growth of Private Universities in Kenya: Implications for Gender Equity in Higher Education*. Council for the Development of Social Science Research in Africa, (ISSN 0851-7762), JHEA/RESA Vol. 5, No. 2&3, 2007, pp. 111-133.
- Osipow, S. H., & Fitzgerald, L. F. (1996). *Theories of career development (4th ed.)*. Boston: Allyn & Bacon.
- Orodho, J. A. (2004). *Essential of Educational and Social Science, Research methods*. Nairobi, Masola Publishers.
- Osipow, S. H., & Fitzgerald, L. F. (1996). *Theories of career development (4th ed.)*. Boston: Allyn & Bacon.
- Okagaki, L., & Bojczyk, K. E. (2002). *Perspectives on Asian American development*. In G. Nagayama-Hall & S. Okazaki (Eds.), *Asian American psychology: The science of lives in context* (pp.67-104). Washington DC: American Psychological Association.
- Rojewski, J. W. (1996). *Occupational aspirations and early career-choice patterns of adolescents with and without learning disabilities*. *Learning Disability Quarterly*, 19, 99-116.
- Roberts, K. (1968), "*The entry into employment: an approach towards a general theory*", in Williams, W. (Ed.), *Occupational Choice*, George Allen and Unwin, London
- Reeve, C.L., & Heggestad, E.D. (2004). *Differential relations between general cognitive ability and interest-vocation fit*. *Journal of Occupational and Organizational Psychology*, 77, 385-402.
- Salami, S.O. (2000). *Work Values Inventory (WVI)*, Department of Guidance and Counselling, University of Ibadan, Ibadan.
- Salami, S.O. (2004), "*A path model to examine factors influencing career orientations of school-going adolescents in Nigeria*", *International Journal for the Advancement of Counselling*, Vol. 26 No. 1, pp. 79-94.
- Sellers, N., Satcher, J., & Comas, R. (1999). *Children's occupational aspirations: Comparisons by gender, gender role identity, and socioeconomic status*. *Professional School Counseling*, 2, 314-317.
- Signer, B., & Saldana, D. (2001). *Educational and career aspirations of high school students and race, gender, class differences*. *Race, Gender, & Class*, 8, 22-34.
- Sima, R., Bhalalusesa, E., Mboya, M., Mgombelo, J. & Possi, M. (1999) "*Why Streaming in Higher Education Perpetuates a Gender Gap*." In *Gender and Education in Tanzanian Schools*. Bendera, M.J. and Mboya, M.W. (Eds). Dar es Salaam: Dar es Salaam University Press.

- Stitt-Gohdes, W. L. (1997). *Career development: Issues of gender, race, and class*. Columbus, OH: Center on Education and Training for Employment, The Ohio State University. (ERIC Information Series No. 371)
- Splaver, S. (1977). *Your personality and your career*. New York, NY: Julian Messner.
- Stone, J. R., & Wang, Y. (1990). *The influence of participation in vocational education on expressed career choice in a related occupation*. *Journal of Vocational Education Research*, 15(1), 41-54.
- Super, D.E. (1995). "Values: their nature, assessment and practical use", in Super, D.E. and Sverko, B. (Eds), *Life Roles, Values and Careers: International Findings of the Work Importance Study*, Jossey-Bass, San Francisco, CA, pp. 54-61.
- Salami, S.O. (2004), "A path model to examine factors influencing career orientations of school-going adolescents in Nigeria", *International Journal for the Advancement of Counselling*, Vol. 26 No. 1, pp. 79-94.
- Signer, B., & Saldana, D. (2001). *Educational and career aspirations of high school students and race, gender, class differences*. *Race, Gender, & Class*, 8, 22-34.
- Tang, M., Fouad, N. A., & Smith, P.L. (1999). *Asian American's career choices: A path model to examine factors influencing their career choices*. *Journal of Vocational Behavior*, 54, 142-157.
- Tseng, M.S. and Carter, A.R. (1970), "Achievement motivation and fear of failure as determinants of vocational choice, vocational aspiration and perception of vocational prestige", *Journal of Consulting Psychology*, Vol. 17 No. 2, pp. 150-6.
- Trusty, J. (2002). *African Americans' educational expectations: Longitudinal causal models for women and men*. *Journal of Counseling & Development*, 80, 332-345.
- UNESCO (2008). *Education for All by 2015: Will We Make It?, EFA Global Monitoring Report 2008*, pp. 91-92. <http://unesdoc.unesco.org/images/0015/001547/154743e.pdf> (accessed 24 March 2009)
- UNESCO (2006). *Empowerment of Women in Higher Education in Africa: The Role and Mission of Research*. Forum Occasional Paper, Series Paper no. 11
- Valdez, R. L., & Gutek, B. A. (1987). *Family roles: A help or hindrance for working women?* In B. A. Gutek & L. Larwood (Eds.), *Women's career development* (pp. 157-169). Newbury Park, CA: Sage.
- Wahl, K. H., & Blackhurst, A. (2000). *Factors affecting the occupational and educational aspirations of children and adolescents*. *Professional School Counseling*, 3, 367-374.

- Watley, D. J. (1969). *Stability of career choices of talented Youth*. Evanston, IL: National Merit Scholar Corporation.
- Wattles, D. W. (2009). *The science of getting rich*. www.thescienceofgettingrich.net/. On 05/10/2009.
- Watson, C. M., Quatman, T., & Edler, E. (2002). *Career aspirations of adolescent girls: Effects of achievement level, grade, and single-sex school environment*. *Sex Roles*, 46, 323-335.
- Wesonga, D., Ngome, C., Ouma, D. and Wawire, V. (2007). *Private Provision of Higher Education in Kenya: An Analysis of Trends and Issues in Four Select Universities*. Nairobi: Ford Foundation.
- Wilson, J., & Fasko, D. (1992). *Self-esteem, achievement, and career choices of rural students*. *Journal of Humanistic Education and Development*, 30, 131-138.
- Wahl, K. H., & Blackhurst, A. (2000). *Factors affecting the occupational and educational aspirations of children and adolescents*. *Professional School Counseling*, 3, 367-374.
- Yee, B. W. K., DeBaryshe, B. D., Yuen, S., Kim, S. Y., & McCubbin, H. I. (2007). *Asian American and Pacific Islander family: Resiliency and life-span socialization in a cultural context*. In F. T. L. Leong, A. G. Inman, A. Ebreo, L. H. Yang, L. Kinoshita, & M. Fu (Eds.) *Handbook of Asian American Psychology* (2nd ed., pp. 69-86). Thousand Oaks, CA: Sage Publication.

APPENDICES

APPENDIX 1

LETTER OF TRANSMITTAL

Lilian Munyingi
C/O School of Cont. & Distance Education
University of Nairobi
P.O Box 30197-00100
Nairobi.

Dear Sir/Madam,

RE: REQUEST FOR RESEARCH DATA

I am a post graduate student at the University of Nairobi pursuing a Masters degree in project planning and management. As part of the course requirement, I am in the process of carrying out a research project and hereby request you to be a respondent in the data collection sample population.

I wish to assure you that all the responses in the questionnaire will be treated confidentially and will be used for academic purposes only.

Thank you in advance.

Yours Sincerely

.....
Lilian Munyingi
M.A student

.....
Peter Nzuki
Supervisor

Appendix II: QUESTIONNAIRE FOR FEMALE STUDENTS IN USIU

Please tick (√) in the appropriate box or fill as appropriate.

SECTION A: GENERAL INFORMATION OF THE RESPONDENT

1. Age Below 18 years [] 19 – 25 years []
 26– 30 years [] 31 years and above []

2. Faculty _____

3. The following are some of the degrees offered in USIU. Please tick (√) the degree you are pursuing.

Degree Choices	Tick	Degree Choices	Tick
International Business Administration		Accounting	
Business Administration		Psychology	
Hotel & Restaurant Management		Journalism	
Tourism Management		International Relations	
Information Systems & Technology		Criminal Justice	
Applied Computer Technology		Others (specify)	

4. The following are some of the career options available for students in higher institutions of learning. Please tick (√) the common careers pursued by female students in USIU?

	Career options	Tick
1	Accounting	
2	Finance and Banking	
3	Counseling	
4	Teaching	
5	Tourism management	
6	Journalism	
7	Information systems management	

8	Marketing	
9	Criminologist	
10	Hotel and restaurant management	
	Any other (specify)_____	

SECTION B: ACADEMIC FACTORS AND THEIR INFLUENCE ON CAREER CHOICES OF FEMALE STUDENTS

6. Do you think that academic factors influence career choices of female students in tertiary institutions? Yes [] No [] Not sure []

7. Did academic factors influence the choice of career you are pursuing?

Yes [] No [] Not sure []

Briefly explain your answer?_____

8. The following are some of the academic factors influencing career choices among female students in institutions of higher learning. Please indicate the extent to which each factor affects career choices among students in your institution? The numbers 1, 2, 3, 4 and 5 has been used as follows.

- 1- Very large extent** **2-large extent** **3-Neutral extent**
4- Small extent **5- No extent at all**

		1	2	3	4	5
A	Students performance in particular subjects					
B	Availability of the varied courses in the institution					
C	Students academic interests in particular subjects					
D	Career Guidance and counseling provided in schools					

9. What are other academic factors influencing the career choices among female students in your institution? _____

SECTION C: SOCIO-CULTURAL FACTORS THAT INFLUENCE CAREER CHOICES

10. Do you think that socio-cultural factors influence career choices of female students in tertiary institutions? Yes [] No [] Not sure []

11. Did socio-cultural factors influence the choice of career you are pursuing?

Yes [] No [] Not sure []

Briefly explain your answer? _____

12. The following are some statements on the effect of socio-cultural factors on career choices female students make in tertiary institutions. Please indicate the level of your agreement with each statement. The numbers 1, 2, 3, 4 and 5 has been used as follows:

- 1- Strongly agree 2- Agree 3- Neither agree nor disagree**
4- Disagree 5- Strongly disagree

		1	2	3	4	5
A	The occupational status and educational level of parents influences career choices among female students					
B	The cultural background of a female student in tertiary institutions influences the kind of career she chooses					
C	The kind of society a female student lives and interacts with will determine the kind of career she chooses					
D	Culture influences career choices among female students					
E	The desire for a significant social status determines the kind of career a female student chooses					
F	Students gender affects their career choices					

13. What are other socio-cultural factors affecting career choice among female students in your institution? _____

SECTION D: ECONOMIC FACTORS THAT INFLUENCE CAREER CHOICES

14. Do you think economic factors influences the career choices among female students in institutions of higher learning? Yes [] No [] Not sure []

15. Did economic factors influence the choice of career you are pursuing?

Yes [] No [] Not sure []

Briefly explain your answer? _____

16. The following are some statements on the effect of economic factors on career choices female students make in tertiary institutions. Please indicate the level of your agreement with each statement. The numbers 1, 2, 3, 4 and 5 has been used as follows:

- 1- Strongly agree 2- Agree 3- Neither agree nor disagree**
4- Disagree 5- Strongly disagree

		1	2	3	4	5
A	The desire to become rich influences career choices of female students					
B	The economic status of one’s family influences career choices among female students in institutions of higher learning					
C	Money is not a factor in determining career choices for female students					
D	Pressure from the family for financial support influences career choices of female students					
E	Salary scales are a factor in determining choice of careers					
F	Financial success of peers influence career choices among female students in tertiary institutions					

17. What are other economic factors affecting career choice among female students in your institution? _____

SECTION E: STUDENTS CHARACTERISTICS

18. Do you think individual characteristics affects career choices among female students in institutions of higher learning? Yes [] No [] Not sure []

19. The following are some statements on the individual factors influencing career preference among female students in the higher institutions of learning. Please indicate the level of your agreement with each statement in respect to your institution.

- 1. Strongly agree 2. Agree 3. Neither agree nor disagree**
4. Disagree 5. Strongly Disagree

	Statements	1	2	3	4	5
A	Students personality influences career preferences among students					
B	Student’s self esteem influences career choice among students					
C	Students’ interest in particular subjects influences their career preference					
D	Students mental abilities influences their career preferences					
E	Students’ attitude towards subjects influences their career choices					

20. What are other students characteristics affecting career choice among female students in your institution? _____

21. What are other factors affecting career choices among female students in tertiary institutions in Kenya? _____

Thank you for your cooperation and participation.