

**DETERMINANTS OF STUDENTS CAREER CHOICE IN
TERTIARY INSTITUTIONS IN KAKAMEGA COUNTY, KENYA: A
CASE OF THE SIGALAGALA NATIONAL POLYTECHNIC**

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DECLARATION

This research Project report is my original work and has not been presented in any other university or institution of higher learning for an award of a degree.

L50/72065/2011

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DEDICATION

I dedicate this work to my beloved parents Mr.and Mrs. Miheso and my son Ethelwin Hekima for their encouragement all the way my brothers and sisters. God bless them very much.

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To God, be the glory.

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ABSTRACT

Career choice involved selecting a line, which one can contribute to greatest use of his wellbeing, and capable of influencing achievement of organizational objectives. Despite the challenges associated with career choice among students in TVET institutions in Kenya, a few studies have been conducted to investigate the determinants that influence career choice among these students. The purpose of this study was to establish determinants of students' career choices in tertiary institutions in Kenya: A case of The Sigalagala National Polytechnic, Kakamega County. The study sought to achieve the following objectives: to assess the influence of gender on students' career choices at The Sigalagala National Polytechnic, to investigate the influence of market demand on students' career choices at The Sigalagala National Polytechnic, to examine the influence of peer pressure on students' career choices at The Sigalagala National Polytechnic, To establish the influence of career counseling on career choice of students at The Sigalagala National Polytechnic and to assess the influence of cost on career choices of students at The Sigalagala National Polytechnic. The study is significant as Public service commission, private sector, curriculum developers and other development partners are to use it as reference in establishing determinants of career choice among students. The research design for this study was descriptive survey research design. The target population for this study was 3,022 students and teachers from the Sigalagala National Polytechnic. The sample size was obtained by use of 10% of the total population. Therefore, the sample size was 303 respondents. The research instruments were a five point likert scale questionnaires. To determine validity of the study Content validity was used where experts from the department went through the questionnaire and their views were incorporated. To test for reliability of research instruments a Pilot test was carried out on a sample of relevant population, but not on those that formed part of the final sample. Data was coded and analyzed by use of a software the statistical package for social sciences SPSS (22). Both qualitative and quantitative data was used. The results were analyzed in terms of means, standard deviation, skewness, kurtosis and correlation and presented in tables for easy interpretation. The results showed a positive significant influence among the independent variables and dependent variable. Student gender, market demand, career counseling, peer pressure and cost influenced career choice. Also there was a positive correlation (r) .585 between determinants and career choice. The study therefore recommends that all the determinants of career choice should be looked at carefully by stakeholders as they really influence career choice especially cost which had the greatest relationship (r) .621 with career choice. The study suggest more research be conducted in the private college about the same topic.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Career choice is defined as selecting one vocation over another (Choo & Tan, 2012). Careers also offer a directive of distinctiveness, creativeness, at the same time status and way into social system (Choo, 2012). Career choice involved selecting a line, which one can contribute to greatest use of his wellbeing, and capable of influencing achievement of organizational objectives. In so doing, people had to consider the elements likely to either expand or restrain getting full degree of easing one's life and employment (Igbinedion, 2011). Ferreira, (2014) reports that career choices are pivotal points in adolescents' lives. Therefore, no matter if they are headed for work or for college, there are factors that affect their career decisions. Career development, for most people, is a lifelong process of engaging the work world through choosing among employment opportunities made available to them. Each individual undertaking the process is influenced by many factors, including the context in which they live, their personal aptitudes, and educational attainment (Darbyshire & Haarms, 2015).

Mwamwenda, (2013) states that an individual's choice of career is likely to be influenced by several factors including personal and cultural values, family background, career expectations and career guidance. Some also make career decisions by taking the path of least resistance for example, following a career path advocated by their parents or following in the footsteps of an elder sibling (Carlos, 2015). According to Ching and Keith, (2011) career choice is influenced by multiple factors including personality, interests, self concept, cultural identity, globalization, socialization, role model, social support and available resources such as information and financial. A study by Greenberger, (2015) realized that youths in the US were steered in the direction of the traditionally what is believed to be work dominated by men, which were better rewarding whereas ladies rejoined into old professions that were assumed to be for them taking care of children, studying women beauty , and other comparable professions. In England Rodeiro, (2014) found that boys indicates a predilection for more realistic subjects whereas girls showed an

interested for subjects in the Humanities and Language fields in the “A” level choices. Besides, the study also identified how professional parents determine their children’s choice of subjects. The apparent significance in this subject is a necessary means for heartening youth in learning institutions to carry on and to follow career in their field of choice.

When faced with a challenge of choosing a career most institutions advocate for the concept of career guidance (Choo & Tan, 2012). Career guidance is aimed at helping students know themselves and is designed to provide specialised help with educational, vocational, emotional and personal social decisions in a complex and changing world (Gbenga & Toyin, 2014). It considers their suitability for different careers and educational opportunities, explores alternatives that they may not have considered previously and engages in appropriate decision making about their future careers (Ajufo, 2013). In Nigeria, career guidance assisted the youth in making the right choices in different subject areas (Omoni, 2013). In Malawi, career guidance was introduced with the hope that through counseling, students would be helped to reduce their areas of personal conflict (Mutekwe & Maphosa, 2011). Chireshe, (2013) noted that countries such as Botswana, Malawi, Tanzania, South Africa, Nigeria, Kenya, Uganda and Zimbabwe had started career guidance lessons in schools. However, few students are equipped to determine which combination of courses will best prepare them for success after graduation (Naude, 2014).

In Kenya, a study by Munyingi, (2012) on the factors affecting career aspirations of girls postulated that school-related factors and individual factors like self-worth absolutely influenced girls’ career ambitions. Kochung and Migunde, (2011) researched on what children in secondary schools in the municipality of Kisumu took into consideration. He observed that several learners in high schools had no exact literature concerning employment opportunities in the job market within the country. This particular study hence intends to establish determinants of career choice among tertiary institution students. According to Ahuja and Robinson, (2014), factors that may influence career could be classified into social and structural influences and these can inform career choices positively or negatively. Social influences are biases that inform internal and external perception of individuals. Gender stereotyping, role models, peers, media, and parents are

examples of social influences. Structural influences are manifested in the institutional support available such as teachers and counsellors, access to technology, and same-sex versus co-educational schools. While both social and structural factors can influence decisions about career choice, adolescents' perceptions are mostly influenced by social factors such as parents, peers and role models, prestige and job lucrativeness. When applied to skills, interests, and career options, stereotyping about gender roles can limit opportunities for both sexes and deprive the workforce of talent (Ching & Keith, 2011). To minimise these influences, students at all levels of education need vocational or career orientation in order to be well informed about the world of work, as well as understanding themselves better. This will pave way to appropriate choice of career that suits an individual's interest, abilities, aptitudes, capabilities and values. The purpose of the study was to to assess determinants of students career choices in tertiary institutions in Kenya: A case of The Sigalagala National Polytechnic, Kakamega County

1.2 Statement of the problem

TVET institution students are faced with the need to choose an academic major as well as to develop career goals for the future (Bakshi & Maru, 2012). Regardless of great effort put forth by families, government agencies and non-government agencies, many young people encounter difficulties in the transition from the world of school to that of work (Baloch & Shah, 2014). Behrandt and Frankline, (2014) states that some students insist on studying courses where they clearly lack basic foundation in academic and attitude preparation. He further says that there are cases where students have enrolled in certain programs but later on discover they lack interest in the particular field (Chireshe, 2013). Compassion Kenya an NGO, which sponsors 293 students in all the public universities in Kenya has the following statistics. After enrollment into the program, between 10 to 20 first year students change their course of study within the first two months of admission into the Universities. (Compassion Kenya LDP annual report 2012).This affects the implementation of the program owing to donor expectations and the sponsor relations (Compassion Kenya LDP annual report 2012). Some of the reasons cited by the students included lack of proper information on various careers, peer influence, decision by parents and Joint admission board decision on the choice of a course of study.

The ministry of Education (2012), reports that in Kenya today, it is possible and common to see an individual employed in an area that is neither in line with their professional training nor with their career interests. This is primarily because people go for what is available rather than what is in line with their personal interests, values, abilities and skills. The ministry of Education further states that many also lack the ability to re-orient their interests to the available training and employment opportunities. This situation results in job frustrations and low job satisfaction. This is characterized by low work morale and reduced productivity, which inevitably has far-reaching social and economic consequences. Despite the challenges associated with career choice among students in TVET institutions in Kenya like Sigalagala institute, a few studies have been conducted to investigate the determinants that influence career choice among these students. This study hence sought to assess the determinants of students 'career choices in tertiary institutions in Kenya: A case of The Sigalagala National Polytechnic, Kakamega County

1.3 Purpose of the study

The purpose of this study was to establish determinants of students 'career choices in tertiary institutions in Kenya: A case of The Sigalagala National Polytechnic, Kakamega County

1.4 Objectives

The study was guided by the following objectives:

- i. To assess the influence of gender on students' career choices at The Sigalagala National Polytechnic
- ii. To investigate the influence of market demand on students' career choices at The Sigalagala National Polytechnic
- iii. To examine the influence of peer pressure on students' career choices at The Sigalagala National Polytechnic
- iv. To establish the influence of career counseling on career choice of students at The Sigalagala National Polytechnic
- v. To assess the influence of cost on career choices of students at The Sigalagala National Polytechnic

1.5 Research questions

- i. How does gender influence students' career choices at The Sigalagala National Polytechnic?
- ii. To what extent does market demand influence students' career choice at The Sigalagala National Polytechnic?
- iii. To what extent does peer pressure influence students' career choice at The Sigalagala National Polytechnic?
- iv. How does career counseling influence career choices of students at The Sigalagala National Polytechnic?
- v. To what extent does cost influence students' career choices at The Sigalagala National Polytechnic?

1.6 Significance of the study

The study sought to investigate determinant of career choices among students in tertiary institution in Kakamega County. Stakeholders from different sectors of the economy will use the results obtained: Public service commission, private sector, curriculum developers and other development partners. Curriculum developers play a crucial role in drawing curriculum that suits the needs of the societies in terms of work force and market driven courses that align student's job orientation during schooling and the current study will work as their reference. The study findings were to reduce unemployment rate because only most needed courses would be offered in training colleges whose trainees will be absorbed directly from training colleges. Future researchers are to use this study findings for reference and guidance.

1.7 Basic assumption of the study

The study assumed that, the sample size picked was adequate enough to generate statistical data for analysis. The study further assumed that all students in tertiary institutions were well guided on career choice before joining the institutions and finally all respondents were willing to give honest responses. Future researchers will use this document as reference. The study will help students make the right about the career they want to pursue.

1.8 Limitation of the study

The study was limited to the Sigalagala National Polytechnic. Information considered confidential was difficult for the researcher to get responses, so this prevented the researcher from collecting sufficient information for the study. To counter this, the researcher clarified to interviewees the purpose and importance of the study. The study was conducted during the respondent's time of work and time of classes therefore the respondent could not get sufficient time to respond to questions. The researcher solved this challenge by use of drop and pick method which enabled respondents to fill in the questionnaire at their own appropriate time.

1.9. Delimitation of the study

The study based on the following delimitations; The Sigalagala National Polytechnic is a tertiary training institute offering different training disciplines. It has well networked transport system, which connects the institute to other parts of the county. Since the researcher is a native in the area, respondents were willing to give honest information and no suspicion arose.

There was no language barrier since respondents are literate and can communicate in both English and Kiswahili. Finally, since the area has security posts all over, no security threats raised.

1.10 Definitions of significant terms as used in the study

Career Choice: Selection of a course of study which leads to a specific profession according to one's interest, passion and ability as influenced by factors such as parental factors, peers, role models and gender.

Career Counseling: Is advice giving and support provided by career counselors to their clients, to help the clients manage their journey through life, learning and work changes.

Cost: Estimate of price

Gender: Being masculine or feminine

Market Demand: Is the total quantity of a course demanded across all students in a market for a given course.

Peer Pressure: Influence from members of one's peer group

Tertiary Institution: It is third level or post secondary education. Tertiary education includes colleges, TVET institution and universities.

1.11 Organization of the study

Chapter one presents background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study and definitions of terms as used in the study.

Chapter two reviewed related literature on determinants of career choice on social factors, government policies, market demand, personality and personal goals of an individual, which will form the core of the chapter. The chapter also present conceptual framework and finally identify knowledge gap the study filled.

Chapter three discusses studies on methodology, which included research design, study population, sampling procedure, data collection methods, data collection instruments, reliability and validity of instruments, pilot testing and data analysis. Chapter four gives detailed analysis, interpretation and discussion of the study findings and Chapter five presents a summary of the findings, discussion, conclusion and recommendations for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter looked at previous work done by authors and researchers about the topic of study. It will look at the concept of career choice, determinants of career choice, theories and conceptual framework of the study.

2.1.1 The Concept of Career Choice

Career choice by students has wide implication to their life as a whole. Globally youth and young adults have had mixed minds on what course to take at the college level as a result of overambitious without considering job availability, cost implication and general academic demands of the course at that time (Behrandt & Frankline, 2014).

According to Aliyu and Martin, (2014) on Journey with the youth describes how youth in Nigeria have lacked guidance on career choice. He farther appointed out impeders at career choice as parents, peer pressure and impact on media. The main driving force on career choice is the aptitude and interest, Economic demands, viability prospect of career demands and state of the Nation.

In India case study conducted on student's admission in public universities indicate high-level peer influence has affected career choice. Sun and Yuen, (2012) shows students changeup courses just because their friends choices. Both culture and family play off each other to expand or limit our reality for this case, culture creates and presents reality while family members help us interpret and make sense of the reality (Ajufu, 2013). Thus students tend to understand their undertaking through family interpretation hence determine career choices .In addition to experiencing a natural culture, individuals may belong to other groups or subcultures to which they or their families have strong ties.

Regional, local, religious, ethnic, racial or historical affiliations may exert even stronger influence on a teen or young adult as this are institutions or groups in with which youth have frequent and personal contact (Van Raden, 2011). The geographical phenomenon has great influence on career choice, the Silicon Valley is synonymous with the electronics Industry venture capital and entrepreneurs, New York is thought of as the center of finance. All this influence career choice for people associated with a given geographic environments thus one takes careers that are within their environments (Munyingi, 2012).

As you begin the journey of choosing a career you may be surprised to discover the ill influences of negative childhood experiences coloring your decision making process (Kochung & Migunde, 2011). Nadine Burke, (2012) medical director of the poverty clinic in South Francisco believes that adverse situations during childhood such as extreme poverty, death, rape and other traumatic events affect the individual at chemical level strongly influencing their overall health and their choices as adults.

Within the realm of conventional education in Japan, there had been a prolonged tendency to stress the importance of career guidance approach. Under this approach, students make their choices based on academic standards of test deviation values and scholastic ability, rather than emphasizing their interests or individuality (Walaba & Kiboss, 2013). The result has been a lack of awareness regarding the relevance of encouraging self-understanding and a firm grasp of occupational matters (Mudhovozi & Chireshe, 2012). As a result of increasing emphasis on postsecondary education, researchers and educators have investigated the factors affecting educational aspirations as well as how to intervene in ways which increase educational attainment – particularly among under-represented groups

According to Mustapha and Selvaraju, (2015), much of this research has focused on high school students, who most obviously engaged in the career decision making process and whose personal, academic, and demographic characteristics are assumed to be the most significant predictions of eventual educational attainment.

Naude, (2014) conducted a study to determine which persons had influenced first year university students to enrol at the University of Regina. The results showed that respondents indicated that of a list of 11 individuals, parents placed first, second or third

as the most influential on their choices of enrolling at the University of Regina. Friends were second most influential. This study shows that although families are changing in nature, they were still clearly the most important sources of external influence on graduates' (students') educational and decisions (Mwamwenda, 2013).

Changing Patterns in Career Choices among Children in Africa has been on rise. The literature reviewed indicates that changing patterns in career choice have been greatly influenced by the social and economic climate of the continent during the past three decades for example, gender and ethnicity have experienced this change (Naz & Khan, 2014).

According to research conducted, the greatest influence on ethnicity related to career choices has been the socio-economic status of the ethnic group (Ntshoe & Selesho, 2013). Children are most vulnerable to family economic conditions during their early years. Changing patterns in career choice have also influenced the family structure, parenting practices, children's behavioral and cognitive outcomes, and mothers' personalities and their interactions with child temperament (Nyamwenge, 2016).

The current workforce is significantly different from the workforce of the past four decades. Workers are transient; they are not remaining on a job for many years. They are more career-oriented, moving from job to job to advance, if necessary (Darbyshire & Haarms, Student motivation in Asian countries and its impact on academic success for second language university students., 2015). Another influence on career choice was the U.S. Supreme Court decision in *Brown v. Board of Education*, Topeka, Kansas, in 1954 that led to the desegregation of schools and encouraged African Americans to pursue various career opportunities (Carlos, 2015).

Changing Patterns in career choices among children, literature indicates that changing patterns in career choice have been greatly influenced by the social and economic climate of the nation during the past three decades for example, gender and ethnicity have experienced change (DeFraine, 2011)..

2. 2Determinants of students' career choices in tertiary institutions

This section discusses various determinants of career choices by students in tertiary institution

2.2.1 Students Gender and their career choices

Since gender is used to distinguish between males and females, it implies that there are a number of attributes that go with gender as defined by society. According to Jamabo and Ester, (2012) through interactions with caretakers, socialization in childhood, peer pressure in adolescence, and gendered work and family roles, men and women are socially constructed to be different in behaviour, attitude and emotions. Gender stereotype, gender interest and family commitments are some of the measures of gender. This also influences the careers they choose. There are also different roles for men and women. Corrigan and Konrad, (2017) state that traditional individuals in American believe that a woman's role is to be a homemaker and that a man's role is a breadwinner. However, there is a paradigm shift as more American egalitarian individuals believe that women should share in financial support of the family and that men should participate in childcare and other traditionally feminine aspects of household labour (Corrigan and Konrad, 2017). In other words, women have the capacity to engage in male-dominated careers and men engage in what are perceived as women's jobs as defined by the society. The current study sought to establish whether the above mentioned paradigm shift also affected the girls and boys in Kenya with regard to careers traditionally dominated by men or by women.

The influence of gender in career choices has been documented in many studies. In Nigeria, female students go for careers that are feminist in nature while their male counterparts opt for careers that are masculine in nature (Durosaro & Adebunke, 2012). In China, Ching and Keith, (2011) state that gender differences are attributed to sex role socialisation which creates a clear distinction between sex roles, prejudice and discrimination which affect the status of women in the economy. Kenyan females choose careers that correspond with their traditional gender roles and males also choose careers that match those of their traditional gender roles (Munyingi, 2012).

Griffin and Meese, (2011) established that, in America, when gender beliefs are salient they shape behaviour most powerfully by affecting people's sense of what others expect of

them. Similarly, Ahuja and Robinson, (2006) revealed that gender influences behaviours and preferences across a variety of contexts. Ahuja, (2006) study further explained that male students use computers earlier in life especially to play computer games. The current study sought to establish if similar results could be found in Kenya. It was also established in Nigeria that the use of computers and internet has the potential to equip students with career information that would give male students an edge over their female counterparts (Durosaro & Adebanye, 2012).

On the other hand, an Australian study by Miliszewska and Sztendur, (2013) indicated a positive attitude towards computers among girls. The participants were of different origins, among them Europeans, Asians, Australians and Africans at different high schools in Melbourne Australian.

Igbinedion, (2015) revealed that Nigerian male students perceived parental influence as a factor that influenced their choice of a secretarial career, which is more inclined towards female students. Similarly, Agarwala, (2014) established that Indian fathers were found to be the most significant influence in the career choices of Indian boys and girls in management. The same study further revealed that mothers also influenced girls. The Indian study is consistent with Peavy, (2011) who reported that American girls consistently reported more positive influences from same sex parents, friends and teachers. Although the results for boys perceived positive influences from their fathers, they also reported an equal and occasionally higher percentage of positive influences from their mothers (Peavy, 2011). The present study sought to establish if the above was applicable in Kenya.

Female students in America were more likely than their male counterparts to choose occupations that involve helping others and expressing themselves while, in contrast, boys were more interested in having higher self-efficacy and were more likely to choose occupations involving data or realistic, investigative, enterprising and conventional occupations (Griffin & Meese, 2011). Jamabo and Ester, (2012) also purport that, generally, Nigerian girls are interested in literacy, clerical, artistic, musical and social

activities while boys indicated preferences for outdoor, mechanical, computational, business and industrial professions. The belief that boys and girls choose careers based on gender lines is built during adolescence when gender roles manifest (Munyingi, 2012). For girls, the gender bias may result in an aversion to all technical occupations since they represent masculinity. Similarly, English boys tend to choose more traditionally male subjects and girls more traditionally female subjects which are likely to influence their choices of gender based careers (Naz & Khan, 2014). The present study sought to establish whether similar results found in America, Netherlands and Nigeria could be manifested in Kenya.

A survey on Public Relations students in America indicated that college students categorise public relations specialties, in terms of those areas and qualities they seek in their own careers based on gender (Baloch & Shah, 2014). Although the study above was carried out at only one university in America, it established that the public relations profession is feminine in nature. Another study in America indicated that men and women in the medical profession were different in their areas of speciality where women place more value on comprehensive patient care than their male counterparts (Van Raden, 2011). This is also in line with Corrigan and Konrad, (2017) who purport that women and men in America vary in their individual views concerning appropriate roles and behaviours for the sexes in the paid work and family domains. This implies that gender plays a pivotal role in career choice at different levels in life. However, the present study sought to establish if girls in Zimbabwe choose different careers than boys.

Furthermore, Arain & Lancaster, (2010) purported that if American professionals and students perceive that specialties involving mathematics, science and physical exertion are gendered male, that perception is likely to be based on differential educational expectations. Students identified female-oriented specialty areas as more ethical and more caring. Such areas have significantly lower salaries than the male-oriented areas, which did not fare well in terms of ethics and caring. Similarly, Mutekwe & Maphosa, (2011) established a distinction between Zimbabwean male and female students in the choice of subjects where males chose the sciences and females chose the arts. Such choices would

influence students to pursue different careers as guided by the subjects they had done. The above studies indicate gender disparity among students. The present study sought to establish whether gender influenced career choices.

Klapwijk and Rommes, (2014) revealed that gender segregation was much more distinctive in professions for which Dutch preparatory and secondary vocational education provides. Chemeli (2013) is in agreement and indicated that separating Kenyan students by sex has an influence on how students choose their careers. The Kenyan study shows that, when the sexes are separated in school, the aspirations are different, but when they are together in school, both boys and girls seem to influence each other and choose careers that they would not have chosen if they were separated.

2.2.2 Market Demand and Students' Career Choices

According to survey conducted by the national association for business Economics (2011), the outlook for the job market in 2013 is brighter than what the economists had established before (Nyamwenge, 2016). However, it is most likely that the situation will be more competitive than the previous year due to high qualification from candidates and more students qualifying from the same field of specialization. Jobs pointed out in this survey include market research analysis, software development, system administrators' accountants and auditors, dentists, mechanical engineers, industrial engineers, sales representatives and human resource managers. Students in colleges and curriculum developers should align the training towards market demands and guide more students to train in these fields (Agarwala, 2014).

Recent phase of recession has brought tremendous changes to the job markets. Some of the jobs, which were earlier considered as well paying and secure are not existing today (Chireshe, 2013). This has come as a result of global inflation which has devaluated the dollar and eventually in both public and private sectors have resorted to retrench its workforce.

Fluctuating trends in the job market have created a state of confusion in the minds of people who are on the verge of either looking for or changing their careers. According to United States Bureau of Labor Statistics (BLS) 2012, there is a decrease in the rate of

unemployment from 7.9%- 7.7% (DeFraine, 2011). This is an indication of fast passed industries with high growth prospects seem to be on demand and sustainable sectors such as technology, engineering and health care being popular career choices. In view of this, students need to be guided well on the existing job market, open opportunities to venture into while choosing their future career (Aliyu & Martin, 2014).

Further analysis by US LBS (2012) reveals areas that were rich on employment opportunities. Findings from market research analysis indicated 41% growth rate, software development 30% growth and computer 20 % growth rate consecutively. However, based on this, students in training institutions have been challenged with relevant information on available job opportunities on the market, which has led to wrong career choices in life.

The human resources crisis in low income earning countries has become increasingly apparent since the adoption of the millennium Development goals in 2000. The case of health workers, several international initiatives have stressed the important role played by human resources for health, but despite this, health worker shortages remain a key policy concern (Durosaro & Adebanye, 2012). This implies that health sectors face acute shortage of man power, which policy makers and training institutions should base on to train more manpower to curb off shortage in rural areas.

Career choice and market demand dictates the entry behavior on job market. Factors considering being key in obtaining a career include: academic setting, entry level job openings, vocational guidance and industrial contacts. Lagarde (2010) further indicated that, academic background that closely meets the desired qualification for a job is a critical factor where essential skills for certain jobs are required.

2.2.3 Peer Pressure and Students' Career Choices

Peer pressure cannot be underestimated as it was found to be influential in career choices. Farter and Farter, (2013) in Kenya found that students were influenced by their peers in a variety of ways such as peer counseling, peer interaction, peer advice and peer relationships, friends advice, friend approval and mentorship by a friend. Peer counseling is a way of relating, responding and helping aimed at exploring feelings, thoughts and concerns with the hope of reaching a clear understanding (Odirile, 2012). In schools, peer

counseling is a phenomenon that was established to help students in schools solve problems (Bett, 2013). The main goal of peer counseling is to enable students to appreciate each other as well as to understand the importance of education (Odirile, 2012). Studies in Kenya revealed that peer counsellors are important in mentoring students, sharing information and supporting each other.

Bett (2013) purported that the rationale of peer counseling is based on the assumption that people who share similar characteristics and ages tend to influence one another. Similarly, Chireshe, (2013) in Zimbabwe reiterated the importance of peer counseling in schools when he argued that information was easily disseminated through peer counseling. Peer counseling is consistent with Social Cognitive Theory which informs this study which purports that social variables, such as peers, may influence earners' career choices.

Peers influence career choice through peer interactions. It was revealed in Uganda by Okiror & Otabong, (2015) that peer interactions influence students in choosing careers. As the students interact, they share information about careers. Students' interactions with peers play a central role in how students think about themselves Yi-Hui, (2016). In his study in China, Yi-Hui (2016) revealed that students' interactions with peers of diversified interests, races and backgrounds have the potential to stimulate reflection, knowledge and beliefs which may lead to new ways of thinking about the world, other peers and eventually themselves. For peers to understand the world of work, their interaction makes it possible for them to venture into careers they were unaware of.

Njeri, (2013) reiterated the influence of peer advice on career choices. According to Migunde (2012), when Kenyan students interact with their friends, they may take into consideration the career advice they receive. The current study intended to establish whether peer advice had an influence on career choice of tertiary institution students.

In the absence of proper career guidance and teacher mentorship, students resort to peer mentorship. According to Njeri (2013) in Kenya, students turn to peers who have similar experiences for mentorship, information and guidance on career issues especially when other proper avenues like school career guidance are not properly functioning. In Kenya, Koech and Ngala, (2016) emphasise the influence of peer mentorship in students' choices

of careers. However, in United Arab Emirates Ausman and Screedharan, (2013), peer mentorship was found to have little influence on medical students' choices of careers. Ausman et al.'s study (2013) concentrated on a certain group of people who were already training for a particular career while the current study looked at students who are yet to engage in a career.

Peer relationships were also found to be influential in students' choices of careers. Bankole and Ogunsakin, (2015) came up with similar educational trajectories as they are likely to accept opinions from members who are similar to themselves. Bankole and Ogunsakin, (2015) further states that peer group members resembled each other, not only in their educational expectations, but also in their subsequent educational trajectories. In a Nigerian study by Bankole and Ogunsakin (2015) peer relationships were revealed as a significant factor in helping students choose careers. Pakistani students who were close to each other in terms of friendship were likely to influence each other to take certain careers (Naz & Khan, 2014). The current study sought to establish the influence of peer relationship on Kenyan students' choices of careers.

Obwoge and Kibor (2016) espouse that peer encouragement was found to be a critical factor in influencing American students' choice of careers. Peers also encourage students to choose entrepreneurship. Malaysian students were influenced by their peers to choose entrepreneurship as their careers (Mustapha & Selvaraju, 2015)

Similarly, in America, Kacperczyk (2012) purports that entrepreneurial actions hinge on having access to information about entrepreneurial opportunities and influential peers enhance entrepreneurial rates by providing information to identify such opportunities. Although Kacperczyk's (2012) study was carried out at a university, it established that university peers may facilitate the transfer of entrepreneurial initiatives and attitudes by alleviating the uncertainty associated with these careers.

Hashim and Embong, (2015) agree that the student's peer group is the single most potent source of influence with regard to career choices. Adolescents are easily influenced by their peers because they rely on their friends to provide validation of the choices that they make, including career decisions. The current study sought to find out whether validation of

students' choices of careers comes from fellow students. A number of challenges were raised about the influenceiveness of peer counseling in schools. Chireshe (2013), for example, cited lack of training among peer counsellors and Kamore and Tiego (2015) enumerated that failure by Kenyan peer counsellors to resolve their own problems impacted negatively on their duties as peer counsellors. Contrary to earlier findings, it has been observed in America that there was no significant relationship between peer group influence and career choices in humanities among secondary school adolescents (Aliyu & Martin, 2014). Peers were found to be less likely to influence high school students in choosing careers. The American study only concentrated on students who were in humanities.

2.2.4 Career Counseling and Students' Career choices

Career counseling is offered at institutions of learning such as schools, colleges and universities among others. High schools are a transition to higher institutions of learning and the world of work so they have a critical role in assisting students choose careers through teacher advice, mentor advice and role model career (Baloch & Shah, 2014). If students have too many choices of careers or have not made a decision on which career to take, school career counseling is helpful in selecting their study paths and in identifying their potential strengths to enhance their competitiveness for positions (Sun & Yuen, 2012).. Similarly Bakshi and Maru, (2012) stated that the transition from high school to university or the world of work has been understood as one of the most difficult developmental challenges confronting adolescents and that schools play a pivotal role in guiding the students towards a career. The current study sought to find out whether career counseling offered in schools influences students' career choices.

Koech and Ngala, (2016) emphasized the influence of Kenyan schools in students' choices of careers when they argue that it is in schools where students learn about and explore various careers before they make career choices. Korrir and Wafula, (2012) study highlighted the influence of the school on choosing a career. It investigated the factors that influence the choice of hospitality careers at Moi University. They concluded that Kenyan students' interest in this career could have been developed at high school. The study was carried out at a university and looked at a particular career. The current study does not look at a particular career but careers in general. Also, the participants in Korrir and Wafula's

study are different from the current study which looks college students at The Sigalagala Natioanl Polytechnic. Similarly, Faiter and Faiter (2013) emphasised that American students were influenced at high school to follow STEM subjects which eventually prepare students for careers that are scientific in nature.

Decision making is an important tool in career choice. This is in line with Krumboltz's Social Learning Theory which informs this study that emphasises career decisions. According to Ferreira and Lima (2010), decision making is a complex process which can often be difficult and confusing for many Spaniards. In general, career counseling interventions in American schools are concerned, not with telling students what to do, but with helping them acquire knowledge, skills and attitudes that will help them make better career choices and transitions hence ameliorating the problem of career decisions (Agarwala, 2014). Similarly, Hansen (2006:34) stated that, in Switzerland, school career exploration and career decision-making activities can be used to broaden students' awareness of their interests and abilities as well as the career opportunities that exist.

Kochung and Migunde, (2011) reported that Kenyan school career counseling positively influenced career decision-making, understanding of careers and career related adjustments about students' career choices. Moreover, the study revealed that when students are not guided in their choice of careers, they do not know what is good for them or even what they want. Hence, a lack of career counseling may cause students to make wrong choices and enrol for studies they know little or nothing about (Kochung & Migunde, 2011). This implies that schools play a pivotal role in preparing students for future careers. Similarly, a South African study by Shumba and Naong (2012) found that career choices are decided long before the learners come to universities. The majority of respondents in the above South African study attributed their career choices at universities to subject choices they made whilst they were still in schools.

It is the role of the school from early adolescence, to assist learners to find meaning in their present and future lives (Griffin & Meese, 2011). American school engagement involves behavioural as well as emotional components that play a mediational role in the association

between developmental assets such as careers and academic competence (Li, Lerner & Lerner, 2010).

Nigerian school youths who are ignorant of the nature and requirements of various occupations can find the issue of selecting an occupation difficult and complex (Igbinedion, 2011). As such, schools engage a variety of activities to help students cope with the complexity of career choices. Hence, career counseling was seen in Nigeria as enabling counseling counsellors to assist individuals to identify and learn the skills for more influenceive planning and choosing jobs, in making influenceive transitions and adjustments to work and in managing their own careers and career transitions influenceively (Ahuja & Robinson, 2006).

Mghweno and Baguma, (2014) established that Tanzanian school career counseling teachers play a key role in preparing students to successfully proceed to the next level, whether for further education or a job. The same study also revealed that access to counseling and counseling services influence students' attitude towards studies, which will consequently influence their career choices (Mghweno et al., 2014). The current study sought to establish whether the above results could be obtained in Zimbabwe. Due to the difficulties encountered in making career choices in schools, many students in Israel seek counseling from career counseling teachers (Mudhovozi & Chireshe, 2012).

Career counseling teachers in schools have an important role in advocating for broad based career plans that focus on the student's interests and abilities and that will increase future career options (Mghweno et al., 2014). Similarly, Zayas and McGuigan (2017) emphasised the role of career counseling teachers when they stated that American school counseling teachers are uniquely positioned to stimulate students' interest in the health professions. In the same American study, it was revealed that many of the focus group participants felt career counseling teachers were largely helpful.

Bardick et al. (2014) revealed that a proactive career counseling approach that benefits Canadian students would include building trusting relationships with students, encouraging them to closely examine and explore their occupational interests, providing students with information about the stages of decision making involved in career planning and guiding

them in their search for information about careers. This could build trust and legitimacy in the counsellor making him or her influential in the students' career choices. Bardick et al. (2014) further purported that counsellors who wish to become more influential in students' career planning may need to become more actively involved in students' everyday lives. Career counseling is not only confined to the classroom but could be extended to the external world. The current study sought to establish whether counseling in schools in the Midlands Province of Zimbabwe played a pivotal role in students' career choices.

In developed countries, career counseling is not solely the duty of school counsellors and teachers but also includes independent counsellors. Such counseling may require a fee which could deter some students from getting that help. However, Van Raden, (2011) advocate that the students who do not go to independent counsellors to seek help may benefit from classroom career counseling, where they may have the chance to build relationships with school counsellors and become more comfortable in seeking one-to-one interactions later in the process. School career counseling may be the answer for those who may have problems with attaining professional counseling offered elsewhere. Balin and Hirschi (2010) argued that Swiss school career counseling or group work activities can help students develop career adaptability. School career counseling was seen as influential in preparing Kenyan students for their career choices (Odirile, 2012).

DeFraine, (2011) study was carried out in the German speaking region of Switzerland. They concluded that Swiss students should work on more career counseling activities that will provide awareness, comfort and skills for career exploratory behaviours. This, they believed, would develop career adaptability, such as learning about the educational and vocational system and transitions, the actual opportunities and barriers of the system and individuals, decision-making skills and the importance of seeking help from professionals (Darbyshire & Haarms, Student motivation in Asian countries and its impact on academic success for second language university students., 2015).

Teachers were found to influence students' choice of careers. Several studies revealed the influence of teachers on a variety of careers, for example, in Pakistan Bakshi and Maru, (2012). High school teachers were found to guide students toward IT careers. In addition,

McInerney et al. (2008) stated that prior experience with technology in high school or university directs students towards IT careers.

Agarwala, (2014) identified the characteristics of teachers that Australian learners identified as supportive of their career pathways. They include: connecting pedagogical practices with students' interests, being passionate about their subject matter, having good content knowledge, making learning experiences relevant, setting high expectations of students, being a good explainer of complex ideas and being a good classroom manager. The Yorkshire Times (2012) revealed that at Tong High School in England, staff training and development put teachers at the forefront as they discovered that teachers were best placed to inspire the students' career choices and bring out the best in the students. The Yorkshire Times discovered that teachers at their schools had an influence over respondents' career choices. The same study also confirmed that enthusiastic, knowledgeable and committed teachers lead young people towards careers.

Klapwijk and Rommes, (2014) reiterated the importance of teachers in career counseling when they purport that teachers were second most important grouping in helping students choose their careers. The poll by The Yorkshire Times (2012) which examined the reasons why respondents picked a certain job, found that 50 percent of the participants made the decision as a result of a particular teacher. According to Kniveton (2015), British school teachers can identify aptitudes and abilities and encourage students to take certain subject options, take part in work experience or employment visits.

Field trips and school career days were found to have a significant influence on students' choices of careers. For example, in the United Kingdom, field trips were found to have an impact on students' choices of careers (Yi-Hui, 2016). Similar studies in America also found that field trips and career days influence students' career choices where the importance of field trips in influencing students' choices of careers was revealed (Van Raden, 2011). The current study sought to establish whether Kenyan school field trips and career days influenced students' career choices.

2.2.5 Cost and Students' Career Choices

Career selection in tertiary institutions encompasses other aspects including cost and duration of the course under study. Every year, the Joint Admission Board (JAB), is tasked to determine those students who are expected to join various Kenyan public universities under the government sponsorship scheme (Okiror & Otabong, 2015). This exercise is usually very extensive because of the large number of qualified students compared to the very limited number of slots at various institutions and the shortage of funding from the government (Ausman & Screeharan, 2013). However, this limitation has led students foregoing intended courses to affordable ones because of duration to be taken, commitment required and equipments to be used which may be expensive to students which can be paid for with ease. Students from affluent families have had easy time to select courses of their choice without any hindrance based on financial limitations, centrally to this, students from weak economic background have to go for courses they can afford and not based on their choice (Omoni, 2013).

Some courses demand many resources to be accomplished in terms of finances and also duration under which the course is prescribed to take. A student who select a course in medicine, Engineering and architectural are high cost and takes longer time in training compared to Arts oriented courses like education.

2.4 Theoretical Review

The study was anchored on following theories, which guided the study. Hollands theory of vocational and Theory of Work Adjustment by Dawis George put forth in 1964 guided this study.

2.3.1 Holland's Theory of Vocational

In the past few decades, theory by Holland as quoted by Akerman, (2012) gave direction in career awareness. Consideration in African countries, European counties, Unites States of America just to mention, as an example, indicated in his theory a straightforward and simplified outline on career development of an individual that can be incorporated in any organization for use in developing careers of their workers. He hypothesised that career interest was a turn of phase of an individual interest that one can develop in the process of his growth from childhood to adulthood.

He further indicated that there were six ways in which an individual strength could be identified, and some of these identified typologies were Realistic, Investigative, Artistic, Social, Enterprising, and finally Conventional giving a direct link to an individual typologies (Odirile, 2012). If an individual had got the six characteristics or qualities, then it was possible to know how his career could be in future and also what can be a contributing personality of an individual offered (Akerman, 2012). The typologies when were put together could generate a three letter code example SIA, RIA which summarized an individual interest on career, the first code in the word showed top in the list which occupied a big role in occupation, their selection and satisfaction.

This theory was very relevant to this research because Sigalagala students had typologies because most of the students wanted to exercise their freedom when it came to career choices. Also the six Holland concerned arrangements in order of fraises were very relevant as students had different ways in handling career choices The concept of steadiness was incorporated in the inner synchronization of students career path and development. Jamabo and Ester, (2012) researched that middle level Colleges and Universities could be put in such environments. Most people developed careers that would make them exercise their skills and strengths to articulate the boredom were likely to feel discounted and not satisfied. Holland typologies were ordered rather arranged in hexagon in the order in which they affected an individual and how they related with one another in terms of comparison and non similarities that were depicted by the relationship between them in terms of arrangements in the hexagon.

2.3.2 Theory of Work Adjustment

The proponent of work adjustment theory is Dawis George and it was in 1964. The theory states that the more closely a person's abilities in terms of skills, knowledge and experience correspond with the requirements of the role of the organization the more likely it is that they will perform the job well and be perceived as satisfactory to the employer (Ausman & Screeharan, 2013). According to Gitonga, (2013), theory of work adjustment is a type of theory in career growth that is attached on the individual diversity, tradition on professional behavior, screening career choice and growth as continual progression of adjustment and accommodation.

This theory was very relevant to this study because career growth of people is attached on diversity, tradition on professional behaviour, screening career choice of students and continual progression of the students. Career choices in the students indicated that professional development were important levels in their developments. In this it did not matter whether one was still in college or was settling to work for an organization, there were those indicators that contributed in the choice of careers they were settled in. career choice for most workers in an organization were a personal development and as a result there was always an element of influence in their development which was educational background. Satisfaction as a term used was to point out the level at which denote X was satisfied with a denote E. To the group of people with a denote X, the most important thing to get from them were the things that contributed to them choosing a career paths they were planning to take and the determinants of the choices, and this could be summarised that the level of Xs satisfaction and the group Es denoted satisfaction would jointly forecast Xs tenure in the environment of work, that was according to (Gitonga,2013).

The four adjustment style variables were identified, which were Flexibility, Activeness, Creativeness, and Perseverance. Flexibility refers to P's level of tolerance to X-E dis-correspondence and whether he/she had a propensity to become easily dissatisfied with E. Activeness referred to whether X had a predisposition to actively change or act on E to decrease dis-correspondence and dissatisfaction. Reactiveness, on the other hand, referred to whether X would resort to self-adjustment in order to deal with dis-correspondence devoid of actively varying or acting on E. Work adjustment theory was significant in understanding the student's choice of career since it catered for the most essential obligation capability of the students in their career choice.

2.4. Conceptual Framework of the Study

The conceptual framework shows the relationship between the independent variable and the dependent variable. The independent variable in this study was determinants while the dependent variable was career choice. The independent variable was further sub divided into its components which include student gender, peer pressure influence, cost, counseling and market demand which formed the objectives of the study.

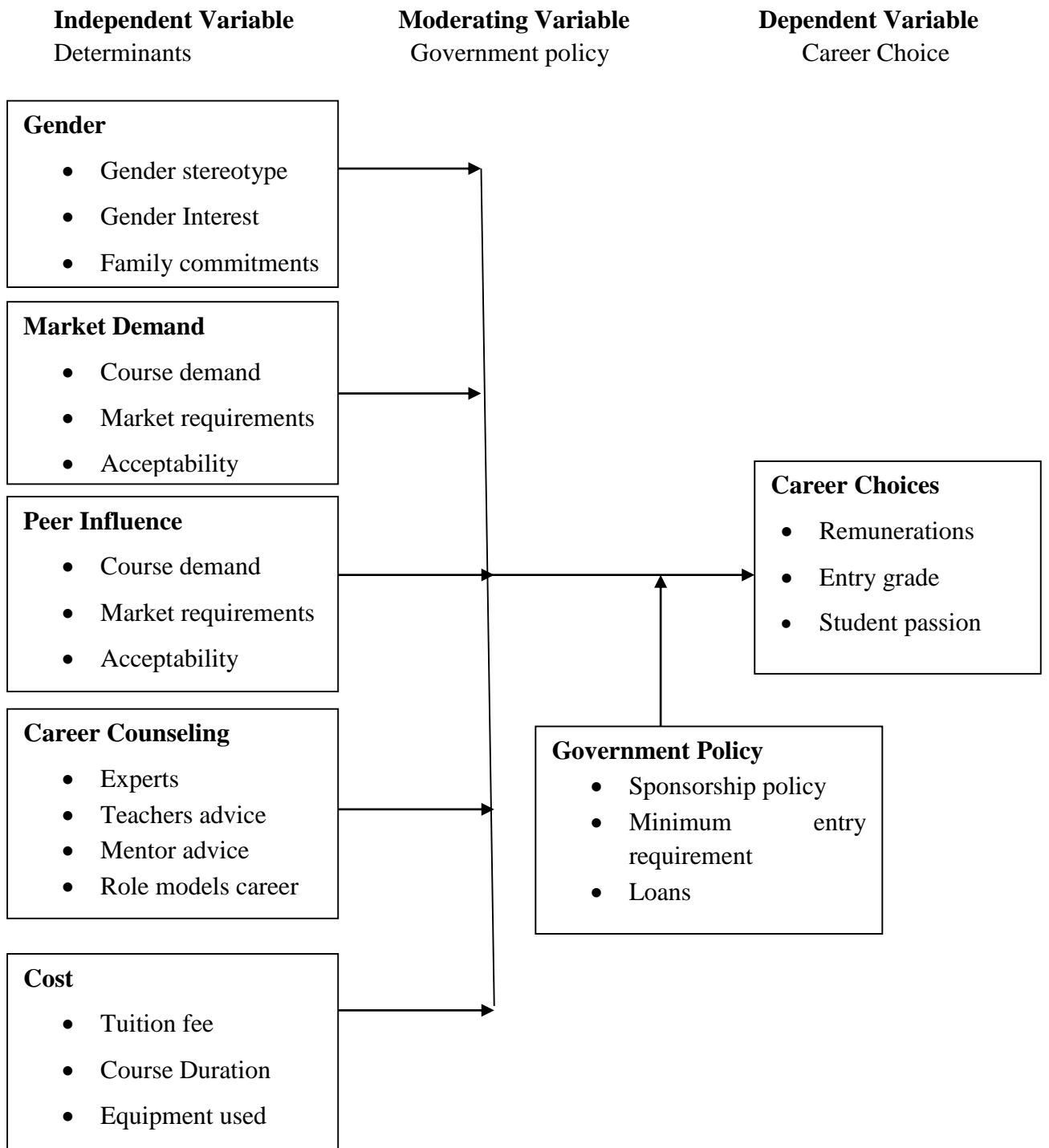


Figure 1.1: Conceptual Framework

Source: Author, 2020

2.6. Summary of literature review

The revealed literature has pointed out gaps that have existed in the previous studies on career choice of students in tertiary institutions. Some of this includes unregulated parental guidance, overwhelming peer pressure and lack of knowledge on existing opportunities on job market demands. The will address this issues specifically focusing on Sigagala Technical institute in Kakamega County.

The study wanted to fill the identified gap on the factors that influence Sigalagala students choose courses they are pursuing. Also, though research has been conducted in other institutions about the topic, none has ever been done at the Sigalagala National Polytechnic hence the existing gap. The researcher wanted to fill the gap of finding out what made students to choose different Diploma and Certificate courses in this Polytechnic. Also the researcher wanted the findings to be used in the Polytechnic in counseling students on career choice.

2.7 Research Gap

Table 2.1: Summary and Research Gaps

Variable	Author	Topic	Methodology	Findings	Research gaps
Career Choice	Korrir and Wafula, (2012)	The factors that influence the choice of hospitality careers at Moi University	Study employed a descriptive survey research design	They concluded that Kenyan students' interest in this career could have been developed at high school. The study was carried out at a university and looked at a particular career. .	The current study does not look at a particular career but careers in general. Also, the participants in Korrir and Wafula's study are different from the current study which looks college students at The Sigalagala National Polytechnic.
Gender	Ching and Keith, (2011)	The influence of gender in career choices	A descriptive survey research design was adopted	The study concluded that gender differences are attributed to sex role socialisation which creates a clear distinction between sex roles, prejudice and discrimination	The current study sought to establish if similar results could be found in Kenya.

				which affect the status of women in the economy	
Peer Pressure	Ausman and Screedharan, (2013),	The influence of peer mentorship in students' choices of careers in United Arab Emirates	Survey	Peer mentorship was found to have little influence on medical students' choices of careers.	The current study intended to establish whether peer advice had an influence on career choice of tertiary institution students.
Career Counseling	Van Raden, (2011)	Influence of Field trips and school career days on students' choices of careers in the United Kingdom	The study adopted a descriptive design	The study concluded that career days influenced students' career choices and the importance of field trips in influencing students' choices of careers was revealed.	The current study sought to establish whether Kenyan school field trips and career days influenced students' career choices.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter describes research methodology and process, which sought to focus on the methods and description of the research design, target population, sample selection and sample size, research instruments, validity and reliability of instruments, collection of data and data analysis. The research process indicated the condition for data collection and analysis in order to link it with the research purpose.

3.2 Research Design

The study adopted a descriptive survey research design, a scientific method which involves observing (surveying) and describing the behaviour of a subject without influencing it in any way (Saunders, Lewis, & Thornhill, 2007). According to Kothari & Garg, (2014), Survey method is a popular and common strategy in research. It enables large amount of data to be collected from an ideal population and in a highly economical way. Often, questionnaires are used and the data collected is standardized, easily understood and easy to compare.

This method was beneficial in gaining a deeper understanding of the problems being investigated through different sources of information, as well as to be able to describe a general picture of the reliability in which the problem is involved (DeVaus, 2002). It is often characterized by the selection of random samples from large populations to obtain empirical knowledge of a contemporary nature (Saunders, Lewis, & Thornhill, 2007). The descriptive survey design was appropriate for the current study because it provides the researcher with the desired information and understanding the determinants of career choice among tertiary institution students.

3.3. Target Population

Target population refers to the entire group of individuals or objects to which a researcher is interested in generalizing the conclusions (Yin, 2017). The target population usually has varying characteristics and it is also known as the theoretical population. The Target population for this study will be students from Sigalagala institute, which is found in

Kakamega County. Kakamega County is an administrative unit, which forms part of the former Western province. It has a variety of learning institutions ranging from primary, secondary, middle level colleges and universities. Therefore, the study considered all students and trainers in The Sigalagala National Polytechnic. This included six departments with a student population of 2,910 and 112 tutors. Therefore, the target population that was considered was 3,022 students and teachers from the institute.

Table 3.2 Target population

Departments	Students	Tutors
Information science	600	20
Applied science	350	15
Building / civic engineering	300	12
ICT	400	15
Business	850	35
Electronics and automotive Engineering	410	15
TOTALS	2910	112

Source: Survey data (2020)

3.4 Sample size determination and sampling procedure

A sample size refers to the number of people in the respondent group determined by the scope of the research (Dessel, 2013). An ideal sample should be neither excessively large nor too small (Kothari., 2009). Sampling technique refers to the method of selecting the sample so desired; it explains the sampling design of a given study (Dessel, 2013). A sampling frame defines the members of the population who are eligible to be included in a given sample in the sense of drawing a boundary or frame around those cases that are acceptable for inclusion in the sample (Lisa, 2008). It is a list of all those within a population who can be sampled, and may include individuals, households or institutions

The sample size for this study was 303 respondents for students, trainers and the principal of Sigalagala institute in Kakamega County. This sample was derived by taking 20 students from information science, 15 students from applied science, 12 students from building engineering, 15 students from ICT, 35 students from business and 15 students from electronics and automotive engineering all forming 10% of the sample from the entire target population.

The study employed stratified random sampling method which involved grouping the population into homogeneous strata where each strata (department) will be randomly sampled to get desired representation as recommended by (Lisa, 2008). Out of the 6 departments in the institution, all were picked purposively since each was essential for the study. Out of the 2910 students in Sigalagala National polytechnic 10% as recommended by Mugenda O M and AG Mugenda (1999) of the students who were selected in each academic year totaling to 290 students. Of the 112 trainers drawn from all the 6 departments, 13 Tutors were selected from all the 6 departments. This totaled to 303 respondents that were used in the study as samples for interviewing, observing and use of questionnaires to collect data. Distribution of these respondents from each department is indicated in Table 3.2.

Students: $10/100 \times 2910 = 291$

Trainers: $10/100 \times 112 = 12$

Total = 303

Table 3.3 Sampling size and sampling procedures.

DEPARTMENTS	Number of students Sampled	Number of trainers sampled
Information science	60	2
Applied science	35	2
Building /civil engineering	30	1
ICT	40	2

Business	84	4
Electrical and Automobile engineering	41	2
Total	290	13

3.5.0 Research Instruments

Research instruments are tools used by the researcher to source information from respondents in the field. This study collected qualitative and quantitative data generated from primary and secondary sources. Data collection method is the systematic gathering of information from a sample population to accurately answer a question in a given area of interest. Primary sources were a major source of data in this study and collected by use of questionnaires. Secondary data was collected through published journals. A questionnaire is a pre-formulated written set of questions to which respondent's record their answers in a pre-determined order providing the researcher with data that can be analyzed, interpreted, and best suited where the researcher wants to obtain standardized data (Walther, 2014). In this study, the researcher employed Interview schedule and a questionnaire to source data from the respondents as indicated by (Collis & Hussey, 2013)..

3.5.1 Questionnaires for students in tertiary institutions

The questionnaires were administered to the sampled students and trainers at Sigalagala National Polytechnic. The questionnaire sourced information from sampled trainers and students at The Sigalagala National Polytechnic. The questionnaire captured information on demographic data, students gender, market demand, peer pressure, career counseling and cost on career choice.

3.6.0 Validity and Reliability of instruments

3.6.1 Validity of the instruments

Validity is the extent to which the research findings accurately reflect the phenomena under study. The validity of the questionnaire will be determined using content validity method. Content validity is the degree to which a test measures an intended hypothetical construct (Kombo & Tromp, 2010). Content validity entails looking at the theoretical approaches

and literature reviews. Content validity can be assessed using a panel of experts familiar with the content; the experts can examine the items and decide what that specific item is intended to measure (Kothari, 2010). The study used experts who include the supervisors and lecturers from the department and university of study in determining the validity of research instruments. The experts evaluated the items in the questionnaires and decided whether they are valid or not. Their views were incorporated into the questionnaire so as it can capture what the researcher intends (Denscombe, 2014). Data validity plays a significant role towards the generalization of the collected data to reflect the true characteristics of the study problem.

3.2.2 Reliability of instruments

Reliability is the extent to which results are consistent over time and an accurate representation of the total population under study. If the results of a study can be reproduced under the same methodology, the research instrument is then considered to be reliable (Fowler, 2013). The reliability of the questionnaires was determined using test-retest method. A reliable measurement is one that if repeated second time gives the same as it did the first time (Denscombe, 2014). Test-retest reliability is a measure of reliability attained by means of administering the same test twice over a period to a group of individuals. The scores from time 1 and time 2 can then be correlated in order to evaluate the test for stability over time (Kothari, 2010). Test-re-test reliability is the degree to which scores are consistent throughout; it therefore shows score variation that occurs from testing session because of errors of measurement (Gideon, 2015). The test-retest method was conducted through a pilot test. Pilot test was carried out on a sample of relevant population, but not on those that formed part of the final sample (Hulley,2007) The pilot test will be used to assess the reliability of the constructs (Kombo & Tromp, 2013).

3.7 Data Collection Procedure

The data collection exercise took 14 working days during which all sets of questionnaires and interviews were to be administered. The research permit was sought and obtained from the ministry of higher Education through the administration of the university. Questionnaires were administered to students in tertiary institutions by the field assistants and education officials. The college educators were interviewed by the researcher himself.

The other information was collected through participant observation and through the use of senses to perceive, and understand the experience, attitude and the environment of the respondents.

3.8 Data Analysis

According to Kombo (2004), data analysis is the examining of what has been collected in research and making deductions and references. Data analysis also seeks to fulfill research objectives and provide answers to the research questions. The study adopted both qualitative and quantitative approaches. The data obtained from the study was analyzed quantitatively by first editing the documents to minimize errors.

Edited work was analyzed and interpreted based on objectives. The statistical package for social sciences SPSS was used to run descriptive analysis to produce percentage (%) means and frequency distributions (f) while charts and tables were drawn using MS excel. The students' questionnaire items were analyzed on the frequency of each response. The interview schedule was described based on feelings, and perceptions of the education managers and trainers.

3.9 Ethical Considerations

The information obtained from respondents was kept confidential and used for academic purpose alone. Before the field study, research permit was obtained through the university from the Ministry of Higher Education to show the legality and ownership of the study.

Finally, informed consent was sought from the respondents without dehumanizing their dignity and embarrassment. No physical or psychological harm was done to the respondents and findings from the study have been revealed to all the respondents interacted with.

3.10 Operationalization of Study Variables

The variables were operationalized as shown in table 3.3 to enable measurement and further analysis

Table 3.4: Operationalization of Research Variable

Objective of the Study	Indicators	Method of Collection	Instrument	Data Analysis
To assess the influence of gender on students' career choices	<ul style="list-style-type: none"> • Gender stereotype • Gender Interest • Family commitments 	administering questionnaire	Likert scale questionnaires	<ul style="list-style-type: none"> ➤ Mean ➤ Standard deviation ➤ Skewness ➤ Kurtosis ➤ correlation analysis
To investigate the influence of market demand on students' career choices	<ul style="list-style-type: none"> • Course demand • Market requirements • Acceptability 	administering questionnaire	Likert scale questionnaires	<ul style="list-style-type: none"> ➤ Mean ➤ Standard deviation ➤ Skewness ➤ Kurtosis ➤ correlation analysis
To examine the influence of peer pressure on students' career choices	<ul style="list-style-type: none"> • Course demand • Market requirements • Acceptability 	administering questionnaire	Likert scale questionnaires	<ul style="list-style-type: none"> ➤ Mean ➤ Standard deviation ➤ Skewness ➤ Kurtosis ➤ correlation analysis

To establish the influence of career counseling on career choice of students	<ul style="list-style-type: none"> • Experts • Teachers advice • Mentor advice • Role models career 	administering questionnaire	Likert scale questionnaires	<ul style="list-style-type: none"> ➤ Mean ➤ Standard deviation ➤ Skewness ➤ Kurtosis ➤ correlation analysis
To assess the influence of cost on career choices of students	<ul style="list-style-type: none"> • Tuition fee • Course Duration • Equipment used 	administering questionnaire	Likert scale questionnaires	<ul style="list-style-type: none"> ➤ Mean ➤ Standard deviation ➤ Skewness ➤ Kurtosis ➤ correlation analysis

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 Introduction

This particular chapter presents the data analysis, findings, discussions and interpretations of the study under two main themes: Demographic information, which dealt with age, education level and years in the institution by the respondents. Analysis of variables in terms of descriptive and correlations.

4.2. Return rate of study instruments

The study sought to determine the rate of return of respondents interviewed and those who filled the questionnaires for the purpose of analysis. Out of the 303 respondents that were given the questionnaire, 280 respondents returned the questionnaire. This is because the respondents who picked the questionnaire never returned it. This implies that the response rate was 92.40%, which was sufficient to help the researcher draw conclusions from data collected.

Table 4.5: Research Instrument Return Rate

Instrument	Given	Return	% Return Rate
Questionnaire	303	280	92.40
Total	303	280	92.40

Source: Survey Data 2020

Table 4.3 shows responses of the respondents on filling of research questionnaires and the oral interview. High turnout rate of respondents has resulted from the population being clustered at one place, and therefore the researcher was able to give and re-collect instruments immediately the respondents had filled.

4.3 Demographic Information

The background information analyzed included age of respondents, level of education and years that one has been in the institution. The results are summarized in table 4.4, 4.5 and 4.6 below

4.3.1 Age of Respondents

The study sought to determine the age of respondents. Table 4.4 shows the results in regard to age

Table 4.6: Age of Respondents

Variables	Item	Frequency	Percentage
Age	15-20	136	48.4
	21-25	75	26.7
	26-30	59	21.2
	31 and above	10	3.7
	Total	280	100

From figure 4.4 it indicates that 48.4% of the respondents were between 15 – 20 years and are the majority, 26.7% of them were between 21 – 25 years while 21.2% of them were between 26 – 30 years and 3.7% of them were 31 and above years. This indicates that majority of the students at Sigalagala institute were still young and unable to make sound decisions about their career path as the majority were within the age range of 15 – 20 years. Also it shows that more than 75.1% of the respondents are below 25 years of age. Therefore it implies that these respondents are young and their career path is still taking shape unlike those above 25 years of age and above

4.3.2 Level of Education

This study also sought to establish the level of education that has been attained by the respondents. Table 4.5 below shows the results from respondents

Table 4.7: Level of Education

Variables	Item	Frequency	Percentage
	University	17	6
	College	13	4.6
Level of Education	Secondary	250	89.4
	Primary	0	0
	Total	280	100

These results from table 4.5 above indicate revealed that 6% of the respondents had their education level at university level and 4.6% had obtained College education while 89.4 % had secondary education and finally 0% primary education. The findings revealed that the majority of the respondents had attained secondary education at 89.4% and these means that majority are pursuing their career course at Sigalagala institute and therefore can give information of what influenced their career choice. The study also reveals that 10% of the respondents have attained university or college education and this are either tutors or students who are on further studies.

4.3.3 Years in the Institute

The study sought to establish the years that respondents have been in the institute. Table 4.6 below shows results from the respondents

Table 4.8: Years in the institute

Variables	Item	Frequency	Percentage
Years in Institute	less than 1yr	57	20.3
	2-3yrs	148	53
	4-5yrs	58	20.7
	over 6 yrs	17	6
	Total	280	100

The study analysed the responses of the respondents period of stay at The Sigalagala National polytechnic pursuing their course. The findings indicated that 20.3% have been in the institute for a period of less than 1 year, 53% of the respondents have been in the institute for 2-3 years, 20.7% have been in the institute for over 4-5 years and 6% for a period over 6 years. From these results it can be deduced that 73.6% of respondents have been in Sigalagala National Polytechnic for 3 years and below and therefore in a better position to give information on what influenced their career choice that they are pursuing in the institution.

4.4 Analysis of Variables

This section analyses data on various aspects of career choices on students' career choice in The Sigalagala National Polytechnic as indicated.

4.4.1 Influence of Student Gender on Students' Career Choices

The study sought to determine the influence of student's gender on career choice. All the items were on student gender were analyzed in terms of mean, standard deviation skewness and kurtosis. The results are presented in table 4.7 below

Table 4.9: Student Gender on Students' Career Choices

Response items	Mean	Std. Deviation	Skewness	Kurtosis
Gender stereotype	4.20	0.874	-1.288	1.312
General gender interest	4.14	0.623	-0.915	2.911
Conservative gender occupation	4.11	0.797	-0.976	-1.016
Family commitments	3.97	0.775	-0.885	0.910

The results in table 4.7 above shows that a mean of 4.2 (SD=0.874) respondents contributed to the first item by agreeing that gender stereotype contributes to career choice. A mean of 4.14 (SD=0.623) contributed to the second item by agreeing that there is general gender interest in career choice. A mean of 4.11 (SD=0.797) agreed by contributing that there is conservative gender occupation. A mean of 3.97(SD=0.775) respondents, agreed that Family commitments influences career choice. These findings indicate that majority of respondents agree that stereotype influences mostly career choice of students. The findings are supported by Igbinedion, (2011) who revealed that gender was a pertinent contributor in the selection of copy typist as a course in middle level colleges. Burgh (2005) whose findings indicated that biasness in certain professions also prevented learners from selecting reliable careers, however, these findings contradicted Kochung and Migunde,(2001) study which realized that most learners who participated in the research were influenced by gender, in support of this claim, gender was absolutely a strapping control on career choice

To test for the assumption of normality, skewness and kurtosis was used. The findings are given in table 4.7 above. For this data on gender, skewness and kurtosis values are within the range of ± 3 and it can be concluded that normality was achieved within the data (Stevens, 2012).

4.4.1.1 Correlation between Gender and Student Career Choices

The Pearson product moment correlation analysis was used to investigate the relationship between gender and student career choices. The correlation strengths were interpreted

using Cohen (1988) decision rules where r values from 0.1 to 0.3 indicate weak correlation, 0.31 to 0.5 indicate moderate correlation strength and greater than 0.5 indicate a strong correlation between the variables. The results are as shown in Table 4.8 below

Table 4.10: Correlation of Student Gender and student Career Choices

		Gender	Career Choices
Gender	Correlation Coefficient	1.000	
	Sig. (2-tailed)	.	
	N	280	
Career Choices	Correlation Coefficient	.543**	1.000
	Sig. (2-tailed)	.000	.
	N	280	280

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

In determining the influence of gender on career choice, the study established a coefficient of correlation (r) as 0.543**. The results indicated that the relationship between gender and career choice is positive and significant. This imply that gender increases with improvement in career choice. Griffin and Meese, (2011) established that, in America, when gender beliefs are salient they shape behaviour most powerfully by affecting people's sense of what others expect of them. Similarly, Ahuja and Robinson, (2006) revealed that gender influences behaviours and preferences across a variety of contexts.

4.4.2. Influence of Market Demand on Students' Career Choices

The second objective sought to determine the influence of market demand on student career choice at the Sigalagala National Polytechnic and the results are presented in table 4.9 below

Table 4.11: Market demand on career choice.

Response items	Mean	Standard Deviation	Skewness	Kurtosis
Course demands	4.15	1.161	-0.377	-1.329
Market requirements	3.96	1.161	0.120	1.465
Skills necessary to pursue that course	3.06	1.210	0.327	-1.300
Availability of resources	3.59	0.963	-0.271	-0.870
Course demands	3.50	1.001	-0.356	-1.051

Table 4.9 presents findings on influence of market demand on career choice a mean of 4.15 (SD=1.161) agreed that mostly careers are chosen because of Course demands. A mean of 3.96 (SD=1.161) respondents agreed that Market requirements of a course influences career choice.

A mean of 3.06 (SD =1.210) respondents were undecided that skills are necessary in choosing a career to pursue. A mean of 3.59 (SD =0.963) tended to agree that Availability of resources influences the type of career to undertake. The results above imply that market demand influences career choices student make. Lagarde (2010) says that Career choice and market demand dictates the entry behavior on job market. Factors considering being key in obtaining a career include: academic setting, entry level job openings, vocational guidance and industrial contacts. Lagarde (2010) further indicated that, academic background that closely meets the desired qualification for a job is a critical factor where essential skills for certain jobs are required.

To test whether there was normality; tests were carried out using skewness and kurtosis and the findings are given Table 4.9 above. For this data on market demand, skewness and kurtosis values are within the range of ± 3 and we can conclude that normality was achieved within our data (Stevens, 2012).

4.4.2.1 Correlation between Market demand and Career Choice

The Pearson product moment correlation analysis was used to determine the relationship between market demand and career choice. The results are as shown in Table 4.10 below:

Table 4.12: Correlation of Market Demand and Career Choice

		Market Demand	Career Choice
Market Demand	Correlation Coefficient	1.000	
	Sig. (2-tailed)	.	
	N	280	
Career Choice	Correlation Coefficient	.532**	1.000
	Sig. (2-tailed)	.000	.
	N	280	280

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

Source: Survey Data, 2020

In establishing the influence of market demand on career choice at Sigalagala National Polytechnic, the study established a coefficient of correlation (r) as 0.532**. This revealed that the relationship between market demand and career choice is positive and significant. This postulates that better courses that are demanded by the market highly students would pursue them as their careers. Fluctuating trends in the job market have created a state of confusion in the minds of people who are on the verge of either looking for or changing their careers. According to United States Bureau of Labor Statistics (BLS) 2012, there is a decrease in the rate of unemployment from 7.9%- 7.7% (DeFraine, 2011). This is an indication of fast passed industries with high growth prospects seem to be on demand and sustainable sectors such as technology, engineering and health care being popular career choices

4.4.3. Influence of Peer Pressure on Students' Career Choices

The study sought to establish the influence of peer pressure on students career choice and the results are presented in table 4.11 below

Table 4.13 Peer Pressure on students career Choice

Response items	Mean	Std. Deviation	Skewness	Kurtosis
Same career as your peer	4.21	0.840	-1.318	1.653
Friend's advice	4.03	0.799	-1.095	-1.095
Mentorship programs at school/home	4.14	0.807	-1.014	-1.014
Friend approval	4.01	0.767	-0.832	-0.916

Figure 4.11 on the influences of peer pressure on student's career choice shows that a mean of 4.21 (SD =0.840) respondents agreed that mostly the careers they are undertaking are same career as their peers. A mean of 4.03 (SD =0.799) respondents agreed that in choosing their current careers they followed friend's advice. A mean of 4.14 (SD =0.807) respondents agreed that Mentorship programs at school and home influenced their career choice. A mean of 4.01 (SD=0.767) agreed that the current course they are pursuing is because of friends approval. This result implies that many individuals pursue careers which are the same as their friends. The results are consisted with Bett (2013) who purported that the rationale of peer counseling is based on the assumption that people who share similar characteristics and ages tend to influence one another. Similarly, Chireshe, (2013) in Zimbabwe reiterated the importance of peer counseling in schools when he argued that information was easily disseminated through peer counseling. Peer counseling is consistent with Social Cognitive Theory which informs this study which purports that social variables, such as peers, may influence earners' career choices

To test whether there was normality; tests were carried out using skewness and kurtosis as shown in Table 4.11. For this data on peer pressure, skewness and kurtosis values are within ± 3 and it can concluded that normality was achieved within these data (Stevens, 2012).

4.4.3.1 Correlation between Peer Pressure and Students Career Choice

The Pearson product moment correlation analysis was used to establish the relationship between Peer influence and students career choice. The results are as shown in Table 4.12

Table 4.14: Correlation of Peer Pressure and Students Career Choice

		Peer Influence	Career Choice
Peer Influence	Correlation Coefficient	1.000	
	Sig. (2-tailed)	.	
	N	280	
Career Choice	Correlation Coefficient	.595**	1.000
	Sig. (2-tailed)	.000	.
	N	280	280

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

Source: Survey Data, 2020

In examining the influence of peer pressure on students career choice at Sigalagala National Polytechnic, the study established a coefficient of correlation (r) as 0.595**. This result revealed that the relationship between peer influence and career choice is positive and significant. This suggests that increase in peer influence would results to career choices that are influenced by peers. Contrary to this findings, it has been observed in America that there was no significant relationship between peer group influence and career choices in humanities among secondary school adolescents (Aliyu & Martin, 2014). Peers were found to be less likely to influence high school students in choosing careers. The American study only concentrated on students who were in humanities.

4.4.4 Influence of Career Counseling on Career Choice of Students

This particular study sought to determine the influence of career counseling on students career choice and the results presented in table 4.13 below

Table 4.15 Career counseling on student career selection

Response items	Mean	Std. Deviation	Skewness	Kurtosis
High school teacher' advice	3.56	0.864	-1.288	1.312
Career master advice	4.05	0.723	-0.915	2.911
Mentor's advice	4.11	0.897	-0.976	-1.016
Role model's career	3.79	0.734	-0.885	0.910

Table 4.13 above shows results on the influence of career counseling on students career choices at Sigalagala National Institute. From the results it is determined that a mean of 3.96 (SD=0.864) respondents agreed that High school teacher' advice students on career choice. A mean of 4.05 (SD=0.723) contributed to the second item by agreeing that students follow career masters advice at school.

A mean of 4.11 (SD=0.897) agreed by contributing that Mentor's advice are also abided by. A mean of 3.79(SD=0.734) respondents, agreed that Role model's career is imitated and followed by students. The results are in agreement with Mghweno and Baguma, (2014) established that Tanzanian school career counseling teachers play a key role in preparing students to successfully proceed to the next level, whether for further education or a job. The same study also revealed that access to counseling and counseling services influence students' attitude towards studies, which will consequently influence their career choices (Mghweno et al., 2014). The current study sought to establish whether the above results could be obtained in Zimbabwe. Due to the difficulties encountered in making career choices in schools, many students in Israel seek counseling from career counseling teachers (Mudhovozi & Chireshe, 2012).

To test for the assumption of normality, skewness and kurtosis was used. The findings are given in the Table 4.13 above. For this data on career counseling, skewness and kurtosis values are within the range of ± 3 and it can be concluded that normality was achieved within the data (Stevens, 2012).

4.4.4.1 Correlation between Career Counseling and Students Career Choice

The Pearson correlation analysis was used to investigate the relationship between career counseling and students career choice. The results are as shown in Table 4.14 Below:

Table 4.16: Correlation of Career Counseling and Students Career Choice

		Career Counseling	Career Choice
Career Counseling	Correlation Coefficient	1.000	
	Sig. (2-tailed)	.	
	N	280	
Career Choice	Correlation Coefficient	.573**	1.000
	Sig. (2-tailed)	.000	.
	N	280	280

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

Source: Survey Data, 2020

In evaluating the influence of career counseling on students career choice, the study established a coefficient of correlation (r) as 0.573**. The results indicated that the relationship between career choice and students career choice is positive and significant. This imply that career counseling helps students to make right choices in careers. Similarly, Zayas and McGuigan (2017) emphasized the role of career counseling teachers when they stated that American school counseling teachers are uniquely positioned to stimulate students' interest in the health professions. In the same American study, it was revealed that many of the focus group participants felt career-counseling teachers were largely helpful.

4.4.5. Influence of Cost on Career Choices of Students

Finally on variables the study sought to determine the effects of cost on students career choice and the results are given in table 4.15 below

Table 4.17 Cost on Career Selection in Tertiary Institution

Response items	Mean	Std. Deviation	Skewness	Kurtosis
The time it will take to complete the course	4.21	0.840	-1.318	1.653
Commitments required in pursuing the course	4.03	0.799	-1.095	-1.095
Equipments to be used in learning the course	4.14	0.807	-1.014	-1.014
Tuition fee to be paid	4.01	0.767	-0.832	-0.916

The findings on cost in table 4.15 above are as follows: a mean of 4.2 (SD=0.864) respondents contributed to the first item by agreeing that the time it will take to complete the course influences career choice. A mean of 4.15 (SD=0.624) contributed to the second item by agreeing that Commitments required in pursuing the course influences the type of career a student chooses. A mean of 4.22 (SD=0.712) agreed by contributing that Equipments to be used in learning the course affects students choice of a career. A mean of 4.00 (SD=0.782) Tuition fee to be paid affects the career pursued by the student. According to Okiror and Otabong, (2015) career selection in tertiary institutions encompasses other aspects including cost and duration of the course under study. Every year, the Joint Admission Board (JAB), is tasked to determine those students who are expected to join various Kenyan public universities under the government sponsorship scheme (Okiror & Otabong, 2015).

To test for the assumption of normality, skewness and kurtosis was used. The findings are given in the Table 4.15 above. For this data on indicators of cost/duration, skewness and kurtosis values are within the range of ± 3 and it can be concluded that normality was achieved within the data (Stevens, 2012).

Correlation between Cost and Students Career Choice

The Pearson product moment correlation analysis was used to establish the relationship between cost/duration and students career choice. The results are as shown in Table 4.16

Table 4.18: Correlation of Cost and Students Career Choice

		Cost/Duration	Career Choice
	Correlation Coefficient	1.000	
Cost	Sig. (2-tailed)	.	
	N	280	
	Correlation Coefficient	.621**	1.000
Career choice	Sig. (2-tailed)	.000	.
	N	280	280

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

Source: Author Computations, 2020

In examining the influence of cost/duration on students career choice at Sigalagala National Polytechnic, the study established a coefficient of correlation (r) as 0.621**. This result revealed that the relationship between cost/ and students career choice is positive and significant. This suggests that increase in cost would results to increase in less students pursuing a particular career. Some courses demand many resources to be accomplished in terms of finances and also duration under which the course is prescribed to take. A student who select a course in medicine, Engineering and architectural are high cost and takes longer time in training compared to Arts oriented courses like education.

4.6 Career Choices

On dependent variable, career choices the study sought to determine the drive behind career choice and the results are given in table 4.17 below:

Table 4.19 Career Choices

Response items	Mean	Std. Deviation	Skewness	Kurtosis
Lack of career knowledge	4.01	0.823	-1.211	1.633
Inexperience	3.99	0.785	-1.231	-1.115
Remunerations	3.58	0.811	-1.056	-1.134
Academic entry grade	4.23	0.756	-0.789	-0.961

The findings on career choices in table 4.17 above are as follows: a mean of 4.01 (SD=0.823) respondents contributed to the first item by agreeing that lack of knowledge may lead one to choose a particular course. A mean of 3.99 (SD=0.785) contributed to the second item by tending to agree that inexperience about TVET courses offered may make one choose a wrong course. A mean of 3.58 (SD=0.811) tended to agree that remuneration is the main drive towards choosing a course. A mean of 4.23 (SD=0.756) agreed that academic entry level influenced career choice.

To test for the assumption of normality, skewness and kurtosis was used. The findings are given in the Table 4.17 above. For this data on indicators of career choices, skewness and kurtosis values are within the range of ± 3 and it can be concluded that normality was achieved within the data (Stevens, 2012).

Correlation between determinants and Career Choice

The Pearson product moment correlation analysis was used to establish the relationship between determinants and students career choice. The results are as shown in Table 4.18

Table 4.20: Correlation of Determinants and Students Career Choice

		Determinants	Career Choice
	Correlation Coefficient	1.000	
Determinants	Sig. (2-tailed)	.	
	N	280	
	Correlation Coefficient	.585**	1.000
Career choice	Sig. (2-tailed)	.000	.
	N	280	280

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

Source: Author Computations, 2020

In examining the influence of determinants on students career choice at Sigalagala National Polytechnic, the study established a coefficient of correlation (r) as 0.585**. This result revealed that the relationship between determinants and career choice is positive and significant. This suggests that increase in determinants would results to increase instudents pursuing a particular career.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section discusses the study findings based on five objectives: To assess how social factors, market demand, personality and personal goals/values, counseling, cost/duration determines students' career choices in tertiary institutions.

5.2 Summary of Findings

This section summarizes data based on five study objectives: social factors, market demand, personality and personal goals/values, counseling and cost/duration on career choices in tertiary institutions.

5.2.1 Influence of Student gender on career choice

In relation to the first objective, which was meant to establish the influences of student gender on career choice there was significant positive relationship (r) .543. A mean of 4.2 (SD=0.874) respondents contributed to the first item by agreeing that gender stereotype contributes to career choice. A mean of 4.14 (SD=0.623) contributed to the second item by agreeing that there is general gender interest in career choice. A mean of 4.11 (SD=0.797) agreed by contributing that there is conservative gender occupation. A mean of 3.97(SD=0.775) respondents, agreed that Family commitments influences career choice. These findings indicate that majority of respondents agree that stereotype influences mostly career choice of students

5.2.2 Market demand and Student career selection

About the second objective, which meant to assess the influence of market demand on career choice, it showed positive significant relationship between the variable of (r) .532. A mean of 4.15 (SD=1.161) agreed that mostly careers are chosen because of Course demands. A mean of 3.96 (SD=1.161) respondents agreed that Market requirements of a course influences career choice.

A mean of 3.06 (SD =1.210) respondents were undecided that skills are necessary in choosing a career to pursue. A mean of 3.59 (SD =0.963) tended to agree that Availability of resources influences the type of career to undertake. The results above imply that market demand influences career choices student make

5.2.3 Peer Pressure and Student Career Choice

The study sought to determine the influences of peer influence on students career choice and the findings were as follows: There was a significant positive relationship of (r) .595. A mean of 4.21 (SD =0.840) respondents agreed that mostly the careers they are undertaking are same career as their peers. A mean of 4.03 (SD =0.799) respondents agreed that in choosing their current careers they followed friend's advice. A mean of 4.14 (SD =0.807) respondents agreed that Mentorship programs at school and home influenced their career choice. A mean of 4.01 (SD=0.767) agreed that the current course they are pursuing is because of friends approval. This result implies that many individuals pursue careers which are the same as their friends

5.2.4 Career Counseling and Student career choice

Based on this, the study sort to determine the influence of career counseling on students career choices in tertiary institutions. A positive significant relationship of (r) .573 was established. From the results it is determined that a mean of 3.96 (SD=0.864) respondents agreed that High school teacher' advice students on career choice. A mean of 4.05 (SD=0.723) contributed to the second item by agreeing that students follow career masters advice at school. A mean of 4.11 (SD=0.897) agreed by contributing that Mentor's advice are also abided by. A mean of 3.79(SD=0.734) respondents, agreed that Role model's career is imitated and followed by students.

5.2.5 Cost and Student Career Choice

The findings on duration/ cost are as follows: A significant positive relationship of (r) .621 was determined. A mean of 4.2 (SD=0.864) respondents contributed to the first item by agreeing that the time it will take to complete the course influences career choice. A mean of 4.15 (SD=0.624) contributed to the second item by agreeing that Commitments required in pursuing the course influences the type of career a student chooses. A mean of 4.22

(SD=0.712) agreed by contributing that Equipments to be used in learning the course affects students choice of a career. A mean of 4.00 (SD=0.782) Tuition fee to be paid affects the career pursued by the student.

5.3. Discussion of Findings

All the five variables of the study had a positive significant relationship with the dependent variable. Student gender, market demand, career counseling, peer pressure and cost had a positive significant relationship with career choice. This results are in line with Mitchell and Krumboltz (2010), who stated that career counseling can have an influence on their child's career development by positively reinforcing or punishing certain behaviors that can encourage or discourage certain interests or abilities. This therefore means that teacher career counseling play a significant role in the choice of career of the young people. In this study, teacher advice played a role in influencing career among students. Following closely were career master advice on career choice.

A study by Berndt (2011) indicated that the peer influence exerts strong influence on individuals and their choices. The finding led him to conclude that peer influence leads to an increase in friends' similarity of decisions. The results of this study concur with this since mentorship of the respondents by their friends, friend's approval of career choice and friend's advice were proved to have a great influence on their choice of career.

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

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

However, 21.1% of the respondents admitted they would consider other choices different from the career choices they were pursuing.

In addition to career counseling, peer influence and gender, respondents indicated that other factors such as market demand cost and duration affected career choice., Government policy on allocation of courses, technological trends and the demand in the job market also have an influence on career choice.

5.4 Conclusion

Having carefully analyzed the research findings, it emerged that all the study factors influenced career choices at different levels. Gender being the most influential followed by peer influence, career counseling market demand and finally cost/duration respectively.

Student gender was deduced to be influencing career choice among students at Sigalagala National Polytechnic. Gender stereotype was the main contributor followed by general gender interest in career choice. Conservative gender occupation and Family commitments also influenced career choice.

Market demand also influenced student career choice significantly as the relationship between the course market demand and career choice was significant meaning that student choice of a course is driven by it demand in the market.

On peer pressure the study concludes that peers are the most influencers of someone career. Therefore student should be careful on who they associated with as they may be influenced negatively or positively by their peers. Peers are responsible with the choices we make.

Career counseling is crucial as it enables a student to make right choices on a career that hewants to pursue in future. Career masters at school, mentors, teachers and parents have a responsibility of counseling a student so that he is in a position of making a right choice.

Cost of a course in terms of tuition fees also influences a student's career choice. Students from a well of background are in a position to pursue because they can meet the costs while those from a humble background will go for career which are less costly so that they don't strain with their education.

5.5 Recommendation

- i. Gender being the most influential objective on the influence of career choices at The sigalagala national polytechnic, there are no specific courses meant for a particular gender. The researcher recommended that students be encouraged to pursue courses offered in the school and students be encouraged not to flood other

courses by Institute Management carrying out career awareness to students on the first week on reporting.

- ii. There is a need to review the career guidance curriculum to consider factors that influence students' choices of careers. There should be a paradigm shift from the career guidance teacher as the sole provider of career guidance in schools. It is therefore recommended that clear policy on who should teach career guidance and the actual provision of career guidance in schools be put in place.
- iii. Career guidance activities, including field trips which are critical in marrying theory to practice, need to be planned prior to the opening of schools. If field trips are poorly organised, they will not benefit the students. It is therefore recommended that field trips be part of career guidance activities and be planned well in advance for them to be influenced.
- iv. It is recommended that career guidance teachers be trained to equip them with necessary skills that enhance teaching in the classroom. Teachers' colleges and universities should comprehensively train their students in career guidance to enable them to be competent when engaging their students in career guidance activities. It is further recommended that staff development of career guidance teachers be prioritised to enhance competitiveness of teachers when executing their duties as career guidance practitioners.
- v. It is important that peers receive training in career guidance. Peer training may be done in schools. As students receive career guidance in schools, activities such as peer training may be introduced where students are trained to help fellow students in career guidance. Such initiatives may include career guidance and field trip organisation. Libraries should be equipped with literature that helps learners to gain insight in career guidance.

5.6 Contributions of the study to the body of knowledge

This study has added both theoretical and imperial values to the body of knowledge. On the theoretical front, the study was able to show that, there exist determinants of career choice students in tertiary training institutions. These determinants include social related factors, job market demand, peer pressure and personal values, career counseling and cost/

duration in tertiary institutions. The government policy on job on training and market remain weak as more graduates remain jobless for quite long before being absorbed.

5.7 Suggestion for Further Studies

The researcher suggests further research on other institutions of higher learning as the current study only concentrated on Sigalagala National Polytechnic. Another research needs to be conducted in a private institutions of learning because this study was conducted in a public TVET institution.

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APPENDICES

APPENDIX I: QUESTIONNAIRES FOR STUDENTS IN TERTIARY INSTITUTIONS.

Dear student

I am a student undertaking a Master of Arts Degree in project planning and management in Nairobi University. In order to complete this program, I am required to research and present a Thesis on the *“The determinants of students career choice in tertiary institutions a case of Sigalagala institute”*. This research is purely for academic purposes and the information you give will be treated with confidentiality. Do not indicate your name anywhere on this questionnaire. I kindly request you to participate in my study and your responses to the items in the questionnaire will not be used for any other purposes except this study.

1.0 Demographic characteristics of respondents

2.0 What is your age bracket?

15-20 ()

21-25 ()

26-30 ()

31 and above ()

3.0 What is your level of education?

Primary ()

Secondary ()

College ()

University ()

4.0 For how long have you been in this organization

Less than 1 years ()

Between 2-3 years ()

Between 4-5 years ()

Over 6 year ()

Influence of Gender on Students' Career Choices At Of Students

The measurement used will be the likert scale; questions below ranges from 1 strongly disagree, 2 Disagree, 3 Neutral, 4 Agree and 5 strongly agree.

Response Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Gender stereotype					
General gender interest					
Conservative gender occupation					
Family commitments					

SECTION C: Influence of Market Demand on Students' Career Choices Of Students

Response Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Course demands					
Market requirements					
Skills necessary to pursue that course					
Availability of resources					

SECTION D: Influence of Peer Influence on Students' Career Choices Of Students

Response Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Same career as your peer					
Friend's advice					
Mentorship by your friend					
Friend approval					

SECTION D: Influence of Career Counseling on Career Choice Of Students

Response Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
High school teacher' advice					
Compassion Child development worker's advice					
Mentor's advice					
Role model's career					

Influence of Cost on Career Choices Of Students

Response Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
The time it will take to complete the course					
Commitments required in pursuing the course					
Equipments to be used in learning the course					
Tuition fee to be paid					

SECTION F: What makes you choose a particular Career

Response Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Lack of career knowledge					
Inexperience					
Remunerations					
Academic entry grade					