# KAMPALA
# INTERNATIONAL
# UNIVERSITY

**FACTORS INFLUENCING CAREER CHOICE DECISIONS OF FORM FOUR STUDENTS IN KENYA: A CASE STUDY OF KOIBATEK DISTRICT.**

**MOI JOHN KIBET**

**BED/7037/51/DF**

**A DISSERTATION SUBMITTED TO I.O.D.L DEPARTMENT IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF EDUCATION DEGREE**
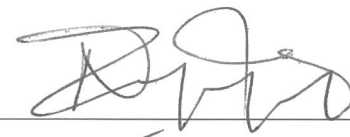
**2008**

# DECLARATION

This ~~proposal~~ PROJECT is my original work and has not been presented for a degree in any other university

_signature_ 09/09/08.

**MOI JOHN KIBET**
BED/7037/51/DF

This ~~proposal~~ PROJECT. has been submitted for review with our approval as University supervisors.

_signature_ 09TH SEPTEMBER 2008

Dr. TIMO SEJE

**DEPARTMENT OF ENGLISH AND LINGUISTICS**

Dr. TIMO SEJE

DEPARTMENT OF ENGLISH LANGUAGES

**KAMPALA INTERNATIONAL UNIVERSITY**

2008

i

# ABSTRACT

Decision-making theories have identified age range 16 - 18 years, as being one of the critical decision periods for an adolescent. Most of the students in form four are in this age bracket. The objectives of this study were to establish the specific factors that influence the form four students decision in choice of career, establish if factors influencing boys and girls decision on career choices differ and finally, establish whether the emergence of the latest technology of the World Wide Web computer information has an influence decision on career choices of form four student in Kenya. The target population for this study was the form four students in Kenyan government secondary schools in Koibatek District. 300 form four students from different government sponsored secondary schools in Koibatek district participated. Questionnaires designed to probe students on the factors of consideration in decision making on career choice were used for data collection. A five-point Likert scale was used to assess these factors in order of influence from the most influential to those that are not applicable. The data collected was analysed, tabled and percentages calculated. The data was then presented in graphs and charts. Comparative analysis on data collected was then done based on gender to establish the difference in the factors influencing form four Students if any. The study was anchored on developmental theories of career choice. Descriptive – qualitative approach was taken in the analysis of the data. The study established that the teachers and the principals are the most influential persons to the form four students in future career decision making. Trips to the universities and career workshops or seminars were picked on as the most influential events on decision making on future career of form four students. However, potential for high salary was picked on by the most of the respondent across the gender as the most influential factor during future career choice decision making. This study intends to be a resourceful reference material to guidance and counselling departments of secondary schools in Kenya, parent and students who have to make decision on their future career.

# ACKNOWLEDGEMENT

The task of writing this dissertation was made possible by the indispensable assistance of individuals and institutions whose contributions I wish to acknowledge.

I wish to first express my appreciation to Dr._____ and Dr._____ for their willingness to act as my supervisors. I especially acknowledge my indebtness to these supervisors for their expert guidance and patience that made the completion of this work possible.

I am also indebted to the staff of Kampala international university Library for their assistance in providing resource material for this study.

Finally I thank my dear wife and the entire family members and all those who always motivated, encouraged and gave me moral support throughout the study.

MOI JOHN KIBET

2008

# TABLE OF CONTENTS

## CHAPTER 3

### 3.0 METHODOLOGY

## CHAPTER 4

## DEFINITION OF THE OPERATIONAL TERMS

**Career:** The sequence of work related experiences, paid or unpaid occupations or jobs and attitudes over the span of persons work life. (Hall 1990 and Isaacson (2000))

**Factors** are any circumstance, person, condition, or influences that bring about a certain effect.

**Education** refers to "participants' experiences of formal, qualification based and off job study" (Mallon and Walton, 2005, p. 473).

**Training** refers to "formal provision of learning experiences at work" (Mallon and Walton, 2005, p. 473).

**Career choice** is a process by which an individual makes decision as to occupation, organisation, job and career self-development

## 1.0 INTRODUCTION

## 1.1 BACKGROUND TO THE PROBLEM

According Schwartz & Neikirk (1983), there are numerous factors that influence students in their decision to choose a particular career. Included in these factors are new technological trends, innovation for enhancing the education process, economics, tuition costs and student indebtedness, changing demographics of students in general, and the influences of family members, friends, and teachers. Fields (1981) found that gender, ethnicity, grade-point average, parents' education, career trends and opportunities were important influences on career selection. Two other factors may be critical with regard to gender and ethnicity: prior success in school and self-perception in terms of future aspiration. This then means that there are many factors that that may influence the decisions that the form four make when choosing career. Accordingly, the purpose of this descriptive study was to determine the specific factors, which influence students in Koibatek District to choose careers.

Although much has been written about the individual variables that influence decisions on career choice and of the relationships among them, a search of literature and analytical studies revealed that little has been done to analyze the factor influencing the choice of career among Kenyan form four students.

1

There is little information available indicating that studies have been conducted to determine factors influencing career decisions among public secondary schools students in Kenya and particularly in Koibatek district. In fact, few studies have been conducted in specialized areas, such as medicine (Woods, 1988), dentistry (Weaver, Haden, & Valachovic, 2000), nursing (Beck, 2000; Staiger, Auerbach, & Buerhaus, 2000; Wright, Zerbe, & Korrniewicz, 2001), and other health professions such as respiratory health (Mishoe, Valeri, & Beveridge, 1993) and social work (Csikai & Rozensky, 1997). Therefore, there is gap in knowledge on this topic in the local field as most of the studies reviewed are foreign.

The array of individual high school students' experiences relating to career information and career choice have a significant influence on positive development of young lives and their futures. This is in turn reflected in the overall development of the country. Koibatek district is found in Rift Valley district about near Nakuru town and two hundred kilometres from Nairobi city. It has inhabitants from almost all tribes in Kenya and hence fairly representative for the purpose of this study.

In Kenya, many of government schools are found in the rural areas. Therefore, the required data was easily available in Koibatek district. The purpose of this study was to establish the factors that influence career choices among the form four students. In addition, this study compared the influences on boy and on girls in form four.

2

## 1.2 STATEMENT OF THE PROBLEM

During decision making on future career many factors come into play. For instance according Parker (2002), an individual may want to reflect on values, interests, motivation, and work-family issues; reflect on personal relationships inside and outside the career; reflect on the skills and expertise he has to offer or cultural, peers, and spiritual factors just to mention a few. Each of these factors has an influence on an individual and contributes to the final decision that a person makes regarding the future career. The aim of this study was to establish the factors that influence the form four students in Koibatek District in their decision making on future career.

Each year thousands of Kenyan boys and girls make decision on the career they would like to pursue after secondary school education. In Kenya the student usually fill in the details of these careers in special forms which are then forwarded to the university Joint Admission Board. It is on the basis of the information provided by the students that J.A.B admits the students to the public university. Therefore the Form four students usually find themselves at a critical career decision stage.

In addition this study sought to establish if there are any differences between the factors that influence boys and those that influence girls when choosing career.

Finally this study sought to establish whether the emergence of the latest technology of the World Wide Web computer information have any influence on career choices of form four student in Kenya?

## 1.3    OBJECTIVES OF THE STUDY

1. Establish the specific factors that influence the form four students choice of career.

2. Establish if the factors influencing career choices of boys differ from those influencing career choices of girls.

3. Establish whether the emergence of the latest technology of the World Wide Web computer information has an influence on career choices of form four student in Kenya.

## 1.4    RESEARCH QUESTIONS

1. Which specific factors influence the form four students in their choice of career?

2. Do factors influencing career choices of boys differ from those influencing girls?

3. Does the emergence of the latest technology of the World Wide Web computer information have an influence on career choices of form four students in Kenya?

## 1.5    Research Assumptions

This study makes the following assumption:

1. When form four students set on choosing their career, there are some factors that influence their decisions.

2. This study also makes the assumption that these factors have different influences on students especially depending on their gender.

3. Finally, this study makes the assumption that the emergence of the latest technology of the World Wide Web computer information is in the knowledge of the form four students in Kenya and has an influence on career choices of form four students in Kenya?

## 1.6    SIGNIFICANCE OF THE STUDY

The selection of a career made during the fourth year of the secondary school education in Kenya is among the most critical decisions in a person's lifetime. This decision has a far-reaching impact on the form four student's future in terms of lifestyle, status, income, security and job satisfaction. Although personal philosophy, achievement, and self-image are important factors in this decision, the external environment is very influential in characterizing careers and shaping aspirations. The study of the factors influencing the form four secondary students in making decision on future career has immediacy in that it will aid educators, guidance counsellors and career information specialists to understand more fully the background variables and problems faced by students as they choose their careers. This study may challenge educators to continue to create better curriculum and career opportunity programs in order for students to overcome the inequalities brought about by stereotypes or other factors discussed. It will also contribute to the understanding of female and career choice in secondary schools in Kenya and draw a comparison between the factors influencing them as well as those influencing boys. The results of this research will also contribute substantially to the body of reference literature in this field.

## 1.7    SCOPE OF THE STUDY

Decision making on career is made in many other levels and not only at form four class in secondary schools. This may be as a result of the education system pursued by an individual. However, this study limits itself to the 8.4.4 system of education. In this system the students take a National exam (K.C.S.E) that is used as a reference point in admitting them to the universities and tertiary college. The students are however, allowed to make a choice on the future career. Therefore, it was beyond the scope of this study to involve the students under international curriculum like I.G.C.S.E. The purpose of this study was to establish the factors influencing the student in Kenyan secondary schools in career choice. It was beyond this study to prescribe a guideline to students on career choice. The students sampled were mainly from government secondary schools. This was mainly to ensure that the data collected was from student exposed to similar learning experiences. Government secondary schools in Kenya are controlled by government ministries and therefore are exposed to relatively similar experiences unlike private secondary school which are run by individuals or companies and services are dependent on the management of such schools.

## 2.0 LITERATURE REVIEW AND THEORETICAL FRAME WORK

## 2.1 Introduction

The decision on career choice is not at all easy to make. There are many factors internal and external to the individual making the choice which can greatly alter or affect the decision and its impact on one's life.

## 2.2 Related Studies

M u l l e r (1987) in his study "Career Choice: Drift, Desire Or Decision. Factors Influencing Career Choice Of Year 12 Students probed students' self awareness in relation to study habits coping abilities, as well as a description of some of their personal qualities relating to school life, subject interest, and career benefits derived from the future career considered. The information gained from the questionnaire was reduced to a number of sets of relationships by factor analysis. Students with an interest in scientific careers exhibited an interest in the physical science subjects. Those with an expressed interest in a blend of science and expressive arts career were a group of students with creative ideas / leadership aspirations, an interest in cultural and physical science subject, and a desire for further- studies. Students with an interest in environmental subjects with a possession of management and living skills looked towards careers that provided out of doors activities involving social work and selling. There was a positive correlation between these personal factors and the students' choice of a career.

8

Apart from looking at the factors influencing choice of career and focusing on the students; this study is also similar to the current study in that it used questionnaires which the current study has used. This study is however different in several ways. Unlike Muller's study, the current study has not only focused on establishing the factors influencing the students in the choice of career but has gone a step further and made a comparative analysis how the same factors influence students across gender.

Doud (2003), in his study "Factors Influencing Career Choices of Native American and Caucasian American High School Students" found out that there are numerous factors that influence students in their decision to choose a particular career and to choose a particular educational institution. Included in these factors are new technological trends, innovation for enhancing the education process, economics, tuition costs and student indebtedness, changing demographics of students in general, and the influences of family members, friends, and teachers. This study is similar to the current study in that it focused on the factors that influence decision making on career and especially in high schools. However, this study is different from the current study in that Doud's study was a replication study of Newcomb's (1992) study and used Newcomb's study as a yardstick in many aspects.

Doud's study was also a comparative study between factors influencing Native American and Caucasian American High School Students.

The current study sought to investigate the factors influencing the choice of career of form four students in Kenya and specifically in Koibatek district. Comparisons was then made based on gender only.

Dikici et al (2007), Baboolal and Hutchinson (2007), Frederick S et al (2003) focused on factor affecting student of various levels in their choice of career especially in medical fields while Lang (2007) focused on factors that shape student decision-making related to information technology study and career choices. These studies are important to the current study in that they all focuses on establishing factors that influence student decision making in regard to career. However, all these studies focus on students in abroad and in either college level or university first year while the current study mainly focused on form four students in government schools in Kenya and particularly Koibatek District.

## 2.3 Theories of Career Choice

Parsons (1908) is regarded as the founder of the career guidance movement. He developed the `talent matching' approach which was subsequently developed into the trait and factor theory of occupational choice within the evolving discipline of differential psychology. Parsons' core concept was that of `matching'. He suggested that occupational choice occurs when people have achieved: first, an accurate understanding of their individual traits (e.g. personal abilities, aptitudes, interests, etc.); second, knowledge of jobs and the labour market; and third, made a rational and objective judgement about the relationship between these two groups of facts.

A key assumption is that it is possible to measure both individual talents and the attributes required in particular jobs, which can then be matched to achieve a `good fit'. It is when individuals are in jobs best suited to their abilities, they perform best and productivity is highest.

According to the wide variety of research available, most theorists agree that there are many factors that come into play when an individual is choosing a career. The choices a person makes, the values a person holds, the successes and failures a person experiences, the social class in which a person has developed, and the interests, strengths, and capacities of the person all enter into this decision. In other words, career aspiration is a product of heredity and environment, and the person's self-concept is vitally important in that decision (Herr,1970; Hewer, 1963; Super, 1957). The choice of a career is, therefore, not merely a decision of a moment: it is a complex and difficult process that spans a number of years (Ginzberg, Ginsburg, Axelrad, & Herma, 1951), if not a lifetime.

There are many theoretical perspectives on career aspiration and choice. Each of these approaches show the organized and systematic provision of information needed to help an individual evaluate their personal experiences and aspirations in order for that person to make an intelligent career choice. For the purpose of this study Developmental theories of career choice will be adapted because of its comprehensive nature and eclectic approach.

## Developmental Theories of Career Choice

These approaches maintain that career choice is a function of the total personality within a developmental framework and are viewed as a process instead of an act.

Occupational choice is not restricted to a certain period in life, but as a set of reoccurring events throughout the life cycle. Therefore, career development may be viewed as an evolutionary process which is flexible and in which individuals could adapt their occupational choices to the changing conditions in their lives. Among the developmental factors, are hereditary (such as physical structure), intellectual ability and external factors (such as economic and social situations) (Beilin, 1955). Ginzberg, Ginsburg, Axelrad, and Herma (1951) stated that the developmental process of occupational decision-making "was not a single decision but a series of decisions made over a period of years" (p. 185).

According to Ginzberg, Ginsburg, Axelrad and Herma Theory (1951), career choice is influenced by four facts: the reality factor, the influence of the educational process, the emotional factor and individual values this theory proposes that it is a development path that leads to career choice. Starting in preteen and ending in young adulthood, individuals pass through three stages: fantasy, tentative and realistic. Through this process the child's preferred activities are identified and related to future career choices. Beginning in the preteen years and continuing through high school, the young person further defines their interests in, capacity for and values of an occupational choice.

The cumulative effect of the process is the transition process in which the adolescent begins the career choice process, recognizes the consequences and responsibility of that choice.

In the Fantasy period, choices are made without any concept of limits. The child in this period, generally up to age eleven, feels as if anything and everything is possible and wishing will make it happen. Impulses and momentary needs are arbitrarily translated into career choices without any realization of facts regarding the occupation or the self. During this period, the child observes and hears about various types of occupations and begins to role-play the behaviour that is relevant to the occupations. As the child begins to role-play these occupations, the family responds with attitudes toward both the behaviours and the occupations (Hadley & Levy, 1962).

In addition, the child hears his behaviour and performance compared to other children. The family thus plays an important role in influencing the child during the fantasy period (Super, 1969). The realistic stage, spanning from mid-adolescence through young adulthood, has three sub-stages: exploration, crystallization and specification. In the exploration stage the adolescent begins to restrict choice based on personal likes, skills and abilities. In the crystallization stage an occupational choice is made. Followed by the specification stage where the individual pursues the educational experiences required achieving his career goal.

Does this theory fit with every adolescent's career choice process? No. It has been recognized that issues of gender, race and social class come into play to open or close doors of occupational choice.

## Super's Theory of Vocational Choice – 1954

Donald Super has generated a life span vocational choice theory that has six life and career development stages. These six stages are:

1. The crystallization stage, ages 14-18

2. Specification stage, ages 18-21

3. Implementation stage, ages 21-24

4. The stabilization stage, ages 24-35

5. Consolidation, age 35

6. Readiness for retirement, age 55

One of Super's greatest contributions to career choic has been his emphasis of the role self-concept development plays. Super recognized that the self-concept changes and develops throughout people's lives as a result of experience. People successively refine their self-concept(s) over time and application to the world of work creates adaptation in their career choice.

Although the career development theory provides a foundation for the professional work force it's research has omitted women, people of colour and the poor. With the changing work force and nature of work the theory has been called into question.

Holland's Career Typology – 1959

Holland's (1966) approach to career development and counselling has become so popular that all other personality approaches to career choice have been overshadowed. His basic premise was that an individual's early genetic endowments determine methods for coping and dealing with social and environmental tasks.

John Holland's theory is grounded in what he calls modal personal orientation or a developmental process established through heredity and the individual's life history of reacting to environmental demands. More simply put, individuals are attracted to a particular occupation that meets their personal needs and provides them satisfaction.

Holland's theory rests on four assumptions:

1. In our culture, persons can be categorized as one of the following: Realistic, Investigative, Artistic, Social, Enterprising or Conventional.
2. There are six modal environments: realistic, investigative, artistic, social, enterprising and conventional.
3. People search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles.
4. Behaviour is determined by an interaction between personality and environment.

Much research supports Holland's typology. The strongest criticism is based on gender bias because females tend to score in three personality types (artistic, social and conventional). Holland attributes this to our society that channels females into female-dominated occupations.

## Lent, Brown and Hackett's Social Cognitive Career Theory – 1987

The Social Cognition Career Theory (SCCT) has grown out of Albert Bandura's social cognitive theory and attempts to address issues of culture, gender, genetic endowment, social context and unexpected life events that may interact with and supersede the effects of career-related choices. The SCCT focuses on the connection of self-efficacy, outcome expectations and personal goals that influence an individual's career choice.

### Self-efficacy.

Perceived self-efficacy refers to beliefs in one's capabilities to organise and execute the courses of action required to produce given attainments. (Bandura 1997 p.3)

There is strong evidence that perceived self-efficacy has a marked effect on choices made by individuals, particularly in their choices of education and career paths. Self efficacy is "most central and pervasive" (Bandura 1997 p.2) in all aspects of the functioning of an individual.

16

However, unlike self-esteem, which is a global feeling or attitude related to general well being and the opinion one holds of oneself in society (Zimmerman 1995 p.218), self-efficacy is context based and related to how capable one feels to perform a specific task in a variety of circumstances. Perceived self-efficacy in a particular task is dependent on the importance an individual places on that task. Self efficacy has also been described as self-feeling that "in this world depends entirely on what we back ourselves to be and do" (James, cited in Pajares 2002).

Self-efficacy and career decision-making theories

Many factors can influence choices made at different points in life. Self-efficacy is believed to be the most central factor of decision-making in the individual. Self efficacy is developed over time and has a generative capacity, meaning it can be developed or changed by external influences such as education, parental influence and peer groups.

The foundations for self-efficacy are laid in childhood with several impacting factors throughout life. The effects of family, peers, and society are influential in its development in particular areas. An awareness of how self-efficacy is developed can inform educationalists, particularly with respect to how it is developed in non-traditional education areas.

17

Differences occur between individuals in the areas, skills or tasks in which self-efficacy is developed, and how strong it is. This can be due to a mixture of natural endowment, socio-cultural experiences and fortuitous circumstances. It is the general view that ability alone is an insufficient predictor of success in students. It is more important to have strong self-efficacy and the ability to use talent, skills and knowledge under challenging or stressful situations (Bandura 1997). It has been noted that if a strong self-efficacy construct exists, there is less likelihood of quitting and that students are more resilient to keep attempting a particular problem, skill or task until they succeed (Reeve 1996).

Pintrich and Schunk (1996) explored this further and described the concept as 'failure avoidance', where students will not choose to do a task, or continue to engage in a task when they expect to fail. While these studies recognise the importance of ability, they emphasise that it is the positive effect of self-efficacy beliefs that influence motivation and persistence and determine the level of success of students.

There are four sources of self–efficacy beliefs; mastery or performance accomplishments, vicarious experience, verbal social persuasions and physiological states (Pajares 2002). Mastery refers to the attainment of a high level of ability in a skill or task that is considered worthwhile (has weight or value).

Vicarious experience, the second source of self-efficacy beliefs refers to the influence of peer groups on the development of self-perceptions of competence (Bandura 1997; Pajares 2002). The third source for development of personal self-efficacy involves observing and integrating information from a variety of sources, labelled social persuasions by Bandura (1997). Social groups, wider society and the culture of one's social group can affect what information is selected as important by an individual and how it is weighted.

The fourth source in the development of self-efficacy beliefs is the physiological state of an individual; their ability to perform under duress. (Pajares 2002). Self-efficacy can influence the amount of stress a student may feel when beginning a challenging activity with feelings of calmness, nervousness, hesitance or fear resulting in a physiological response.

These four sources of self-efficacy development have considerable importance when applied to how form four students approach the decision of the future career. Differences do occur between individuals in the strength of efficacy development in specific areas, skills or tasks.

This research will investigate these differences with particular focus on gender and determine if these differences are due to a mixture of natural endowment, socio-cultural experiences or circumstances with no major cause.

Peer group influences on self-efficacy

Peers are a potent force in the development of self-efficacy beliefs. While parents are the major source of encouragement and feedback in younger children, as children move into adolescence the importance of peer acceptance and approval becomes more noticeable. A vast amount of social learning occurs among peers.

Selective peer association will promote self-efficacy in directions of mutual interest. The social influences are undoubtedly bi-directional (Bandura 1997, p.173). The importance of peer approval in certain activities is critical to the social and educational environment of young people. Studies have shown that this is of greater importance to adolescent females than males.

Therefore, the role of peer influence in the development of self-efficacy in relation to the current study on career choice is fundamental.

Feminist Approaches

Feminist approaches have provided several theoretical frameworks analyzing the phenomenon of women's under-representation; frameworks include eco-feminism, liberal feminism, social shaping feminist views, and a post-structuralist approach (Henwood, 1998).

20

Eco-feminism views women as essentially closer to nature than males, but because men dominate and control nature through their technology, they also control women. This control separates women from engaging with male dominated culture, like information technology (Stanworth, 2000).

Feminist theory leads logically to questioning the origin of stereotypical gender roles and how these gender stereotypes impact women's occupational choices and career development. Gender is not only a psychological differential, but also a social dynamic (Hayes & Flannery, 2000) related to varying degrees of status and power. Therefore, women choosing, or not choosing a career is based not only on personal choice, but on social status as well. The relationship between career choice and gender difference is a complex psychological and social dynamic, infused with individual and social structural elements.

Lang (2007) argues that, of all the elements which shape people's conceptions of gender roles affecting women's career choices, education (that is, public education, family education, and the media) plays the most important role. As a special social discourse, education itself is constructed by historical and other social discourses. While being constructed, education simultaneously constructs men and women's mentality of gender differences regarding their roles in family and society, which further affect their profession choices and career development.

## Other Factors

According to Catherine Lang (2007) there are other factors that may come into play when deciding on career. Lang highlighted the following factors;

## Lack of self-confidence

If choosing your major seems an especially critical choice for you, you may experience a lack in confidence about your ability to make a good decision and thus put off making a decision at all. Lack of information can be related to this factor and often obtaining additional information can help.

## Fear/Anxiety

A little anxiety can help you stay on your toes, but too much anxiety will wear you down leaving you more susceptible to error and illness. Anxiety can come from the fear you will make "bad" decisions can paralyze you. Often by considering alternate ways to view the situation, fear and anxiety can be relieved.

## Conflicting values

Sometimes your personal values are not compatible for the type of work you are considering. A desired salary is not always possible in organizations that "help people". Job security in the performing industry is difficult to find. Being clear about your personal and work values and knowing what values different work industries share are important pieces of information in choosing a major or career.

Conflict with significant others.

There are people in your life that have more influence on you than others. Parents and significant others may have definite ideas about your career choice and your desire to please or your need for financial support may put undue pressure on you to choose a path you don't really want. To escape this pressure, some students will opt to not decide.

Media influence

The influence of the media is assumed to be a powerful factor in career choices. It is claimed that the power of the media is very important in helping students identify with a sub-culture. For example the effect of popular film and television characters portraying female veterinarians, lawyers and doctors with equal status and power to their male counterparts appears to have had an influence on the career choices of young women (Stewart Millar 1998; MORI 2001).

Computer magazines are predominately produced by males, for males, and portray the images of males using, designing and spending their leisure time on computers (Ware and Stuck 1985).

Articles and interviews related to the discipline have become increasingly male focussed since the 1950s and 1960s (Van Oost 2000). Non-computer teenage magazines produced for boys have many more advertisements for computers than those published for the teenage girl.

## Cost-benefit aspects of choice models

Cost-benefit choice models focus on how students with certain characteristics weigh costs and benefits in the process of making decisions about which university to attend. These models have grown from economic theory as is reflected in the language used but refer to more than monetary costs or rewards.

An oversight associated with these models is the assumption of a rational process of decision-making and that good information is available. Costs can be direct (i.e. tuition fees) or indirect (loss of friendships, changes to where they live). Benefits can be financial rewards, quality of life and location.

## 2.4    Conclusion

It is apparent from the body of literature presented in this chapter that the influence of perceived self-efficacy and its effect on the choices made by students to enter career paths is central to the decision-making process.

The foundations of self-efficacy developed in the family are affected by educational experiences as well as peer group influences. The interplay of self-efficacy development, the importance of cultural capital, the gendered nature of peer influence in adolescents and the gender differences in success attribution are all important aspects of career decision-making.

The cost-benefit nature of career decision-making cannot be isolated from cultural and social norms and the final decision may be influenced by personal factors, fortuitous circumstances or chance events.

The conclusion derived from the investigation of this body of literature is that self efficacy is the primary influence determining which direction a girl or boy will follow. This is developed through socialisation dependent on cultural and social capital within the family unit, educational experiences and interaction with peers, gender and the habitués of an individual.

Career decision-making literature indicates that decisions are not made in a linear way, not isolated 'one-off' decisions or necessary based on rational logic. Students generally have to consider careers before entry to tertiary education. In determining what factors influenced student choice, this study will identify the broad array of factors and some of the causal mechanisms that influence student's consideration of post-secondary career options, including an evaluation of economic and sociological characteristics in the Kenyan education environment.

# CHAPTER 3

# METHODOLOGY

## 3.1 INTRODUCTION

This section deals with the methodology that was used in this study. It consists of approaches, the source of Data, instruments, Data collection, and data analysis.

## 3.2 RESEARCH DESIGN

The approach that was used in this study was descriptive – qualitative approach. According to Cheser, Jacobs & Sorenson (2006) Qualitative research aims to understand human actions, customs, culture and institutions with in-depth and detailed inquiry to allow some one who has not experienced the situation to understand it. On the empirical level, qualitative research involves a situated activity consisting of interpretative and material practice with which researcher observe and comments on. Further, Denzin, Lincoln argue that qualitative researchers can use a variety of empirical materials or techniques, such as the case study, personal experiences, interview, artefacts, cultural texts, etc.

Qualitative research method takes an interpretive approach. Interpretative approach influences how the researcher acts in and views the world (Denzin & Lincoln, 2000; Guba, 1978).

Since the questions of this study focuses on understanding human perceptions and actions over time, an interpretive approach was adopted. According to Ujitani (2006), interpretative approach involves the investigation of people in their natural environment. Interpretative approach is particularly pertinent to this study because the study is concerned with a contemporary phenomenon, which takes place in a natural setting and over which the researcher has no control. According to Martin, Nakayama & Thomas (1999), an interpretive approach aims to understand, rather than predict human behaviour. It employs the emic or insider's perspective, to examine how participants construct meaning about particular subjects or problems. Factor that influence the choice career among form four students were described. A comparison was then made on the factors that influence the decision of male and female when choosing career to establish if there were any difference.

## 3.3 Source of Data and Mode of Data Collection

The data for this study was mainly from form four secondary school students from Koibatek District.

## 3.4 Sampling

Stratified sampling technique was employed in order to achieve an equal representation in terms of gender. In this case the schools in Koibatek district were listed in two groups. The first list consisted of Boys secondary schools alone while the second consisted of the girl's secondary schools in Koibatek District. Simple sampling technique was then used to identify the schools and particular students to participate in the research.

## 3.5 Population

A population size of three hundred students was used in this study at the ratio of 1: 1 representation in gender. This size of sample was thought to be large and representative enough to enable reliable and valid conclusions to be drawn. Secondly, this size of sample was considered sufficient to give enough data for the investigation on the factors that influence students in career choice. In addition, several successful studies investigated related cases and adopted similar population size. These studies includes: 'Education & Women's Career Choices by Hong Zhu (2006), 'Factors Affecting Medical Student Career Choice of Psychiatry From 1999 to 2001' by  Sierles F. (2003), 'Factors Influencing Career Choices of Native American and Caucasian American High School Students' by  Doud C. (2003).

## 3.6    Data and data collection

Questionnaires were used as the main instrument of data collection. 32 variables were included in the survey instruments which have the potential to influence a student's decision to choose a career.

The students were required to circle the preferred answer on the questionnaire. The students were not be required to write their names or personal identification details so that they can respond to the questions without fear of reprisals or embarrassments. Questions were based on a five-points Likert scale with 1 representing Not very influential (NVI), 2 =Somewhat Influential (SI) 3 Influential (I), 4 Very Influential (VI) and 5 not applicable (NA).

The five-point Likert scale forces respondents to take a position on each question by not providing a benign, middle ground position. Respondents were asked to indicate the level of importance of a number of statements describing potential influences within their decision-making process.

## 3.7 DATA ANALYSIS AND PRESENTATION

The collected data on the factors that have possible influence on the form four

student decisions making on future career was reduced and percentages calculated.

Equal number of boys and girls participated in this study to ensure equal gender

representation in the results. The age of the participants however varied as shown in

Table 1 below.

| Age Bracket | All the students |
|-------------|------------------|
| 14- 16 | 5.7% |
| 17- 19 | 74.3% |
| 20 and above | 20% |

Fig 1: Respondents' Age distribution



AGE DISTRIBUTION OF THE RESPONDENT
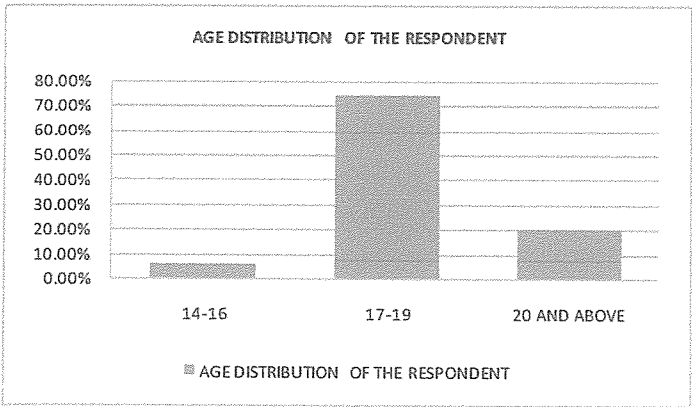
Data on persons who have possible influence on decision making on career choice

on all the students is shown in Table 2 and presented in Fig.2

Table 2:  Persons who Influence Boys and Girls Decision Making  on Choice of Career.

| Persons | NVI | SI | I | VI | NA |
|---|---|---|---|---|---|
| Father | 14.2 | 14.6 | 5.7 | 54.3 | 20 |
| Mother | 8.6 | 0 | 28.6 | 57.1 | 11.4 |
| Older brother or sister | 14.3 | 31.42 | 22.8 | 25.7 | 14.2 |
| Family friend | 14.3 | 25.7 | 25.7 | 22.8 | 8.6 |
| Girl or boyfriend | 8.6 | 2.8 | 20 | 8.6 | 65.7 |
| Successful professional from community | 34.3 | 8.6 | 11.4 | 48.6 | 20 |
| Minister or clergy | 37.1 | 8.6 | 17.1 | 11.4 | 28 |
| Tribal leader | 37.1 | 20 | 17.1 | 14.2 | 14.2 |
| Classmates /peer | 17.1 | 20 | 42.9 | 8.6 | 14.2 |
| Guidance counsellor | 5.7 | 5.7 | 25.7 | 51.4 | 11.4 |
| Teacher | 5.7 | 17.1 | 11.4 | 60 | 5.4 |
| Home school coordinator | 8.6 | 28.6 | 25.7 | 25.7 | 11.4 |
| Principal | 8.6 | 14.2 | 11.4 | 60 | 2.8 |
| Relatives (aunts, uncles, etc.) | 11.4 | 20 | 22.8 | 28 | 17.1 |

*NB: Data in percentage*

Fig 2. Persons who Influence Boys and Girls Decision Making on Choice of Career.



**Persons Having Potential Influence on Decisions of Both Boys and Girls on Choice of Career.**

Legend:
- Not Applicable
- very Important
- Important
- Somewhat Important
- Not Very Important

Categories (top to bottom):
RELATIVES, PRINCIPAL, SCHOOL COORDINATOR, TEACHER, GUIDANCE COUNSELLOR, CLASSMATE/PEER, COMMUNITY LEADER, MINISTER /CLERGY, SUCCESSFUL ADULT PROFESSIONAL, GIRLFRIEND /BOYFRIEND, FAMILY FRIENDS, OLDER BROTHER/SISTER, MOTHER, FATHER

Data on persons who influence the decision making of girls and boy on the choice of future career was recorded separately as shown in table 3 and table 4 and presented on charts as shown on Fig.3 and Fig 4. respectively.

Table 3: Data on Persons Having Potential Influence on Boys Decision Making on Future Career.

| Persons | NVI | SI | I | VI | NA |
|---|---|---|---|---|---|
| Father | 8.6 | 2.8 | 8.6 | 2.8 | 37.14 |
| Mother | 5.7 | 11.4 | 8.6 | 25.7 | 8.6 |
| Older brother or sister | 0 | 17.1 | 8.6 | 14.2 | 5.7 |
| Family friend | 5.7 | 11.4 | 11.4 | 5.7 | 8.6 |
| Girl or boyfriend | 0 | 0 | 11.4 | 5.7 | 28.6 |
| Successful professional from community | 5.7 | 2.8 | 2.8 | 22.8 | 11.4 |
| Minister or clergy | 11.4 | 2.8 | 14.2 | 5.7 | 11.4 |
| Tribal leader | 11.4 | 11.4 | 8.6 | 5.7 | 8.6 |
| Classmates /peer | 5.7 | 11.4 | 14.2 | 2.8 | 8.6 |
| Guidance counsellor | 5.7 | 5.7 | 17.1 | 14.2 | 2.8 |
| Teacher | 2.8 | 0 | 5.7 | 37.7 | 0 |
| Home school coordinator | 5.7 | 8.6 | 14.2 | 2.8 | 14.2 |
| Principal | 5.7 | 5.7 | 5.7 | 28.6 | 0 |
| Relatives (aunts, uncles, , etc.) | 8.6 | 8.6 | 8.6 | 8.6 | 5.17 |

NB: Data in percentage

# Fig 3: Data on Persons Having Potential Influence on Boys Decision Making on Future Career.
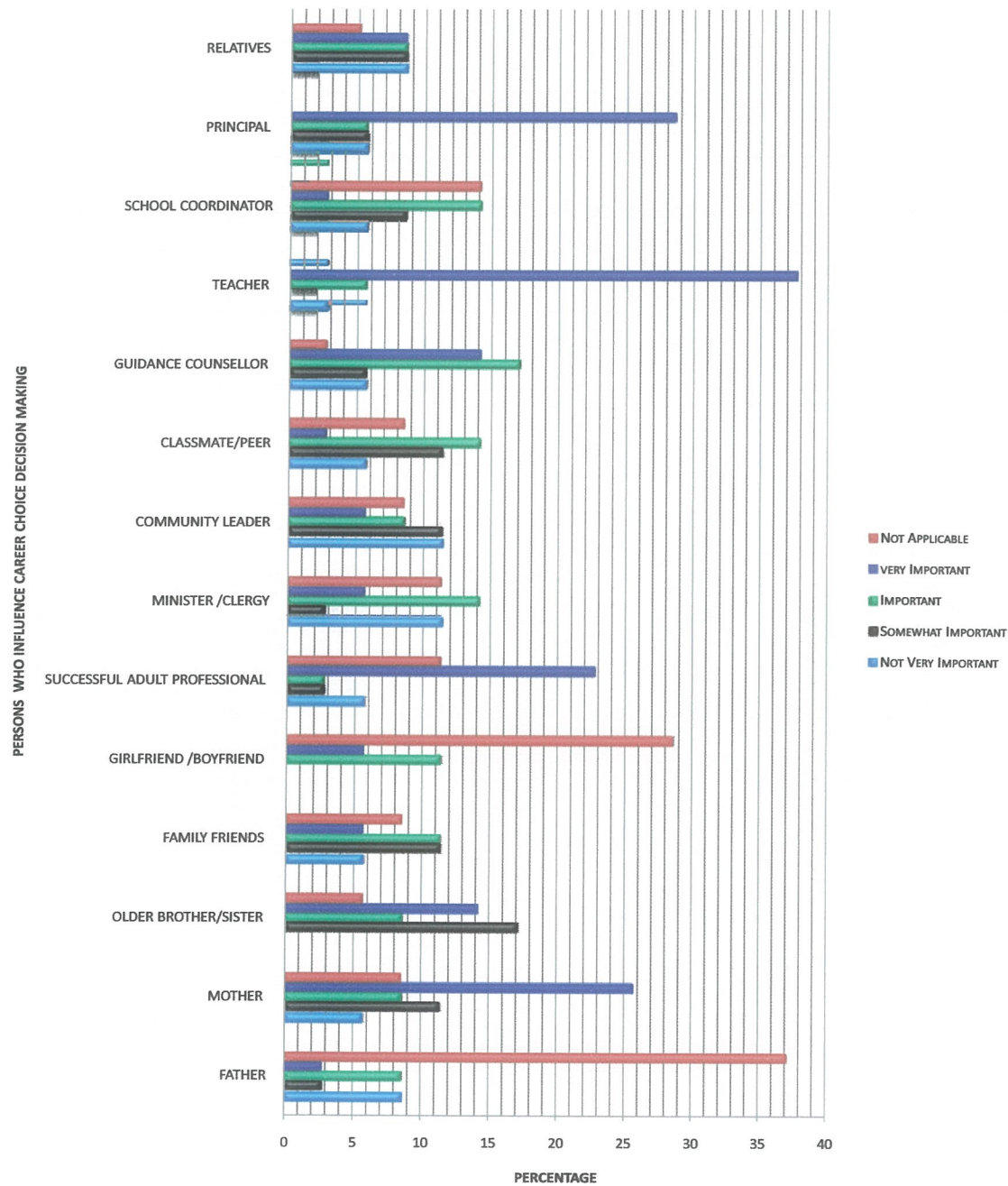


NB: Data in percentage

Table 4: Data on Persons Having Potential Influence on Girls Decision Making on Future Career..

| Persons | NVI | SI | I | VI | NA |
|---|---|---|---|---|---|
| Father | 5.7 | 14.2 | 5.7 | 25.7 | 11.4 |
| Mother | 2.8 | 0 | 14.2 | 34.3 | 8.6 |
| Older brother or sister | 14.2 | 14.2 | 14.2 | 11.4 | 8.6 |
| Family friend | 5.7 | 14.2 | 14.2 | 17.1 | 0 |
| Girl or boyfriend | 8.6 | 2.8 | 8.6 | 2.8 | 37.14 |
| Successful adult professional from community | 5.7 | 11.4 | 8.6 | 25.7 | 8.6 |
| Minister or clergy | 22.8 | 11.4 | 2.8 | 5.7 | 17.1 |
| Tribal leader | 25.7 | 8.6 | 5.7 | 8.6 | 5.7 |
| Classmates /peer | 11.4 | 8.6 | 28.6 | 5.7 | 5.7 |
| Guidance counsellor | 0 | 2.8 | 8.6 | 37.15 | 5.7 |
| Teacher | 2.8 | 17.1 | 5.7 | 22.8 | 5.7 |
| Home school coordinator | 2.8 | 20 | 11.4 | 22.8 | 0 |
| Principal | 2.8 | 8.6 | 5.7 | 31.42 | 2.8 |
| Relatives (aunts, uncles, grandparents, etc.) | 2.8 | 11.4 | 14.2 | 20 | 5.17 |

NB: Data in percentage

FIG. 4: Data on Persons Having Potential Influence on Girls Decision Making on Future Career.



PERSONS HAVING INFLUENCE ON GIRLS' CAREER CHOICE DECISION MAKING
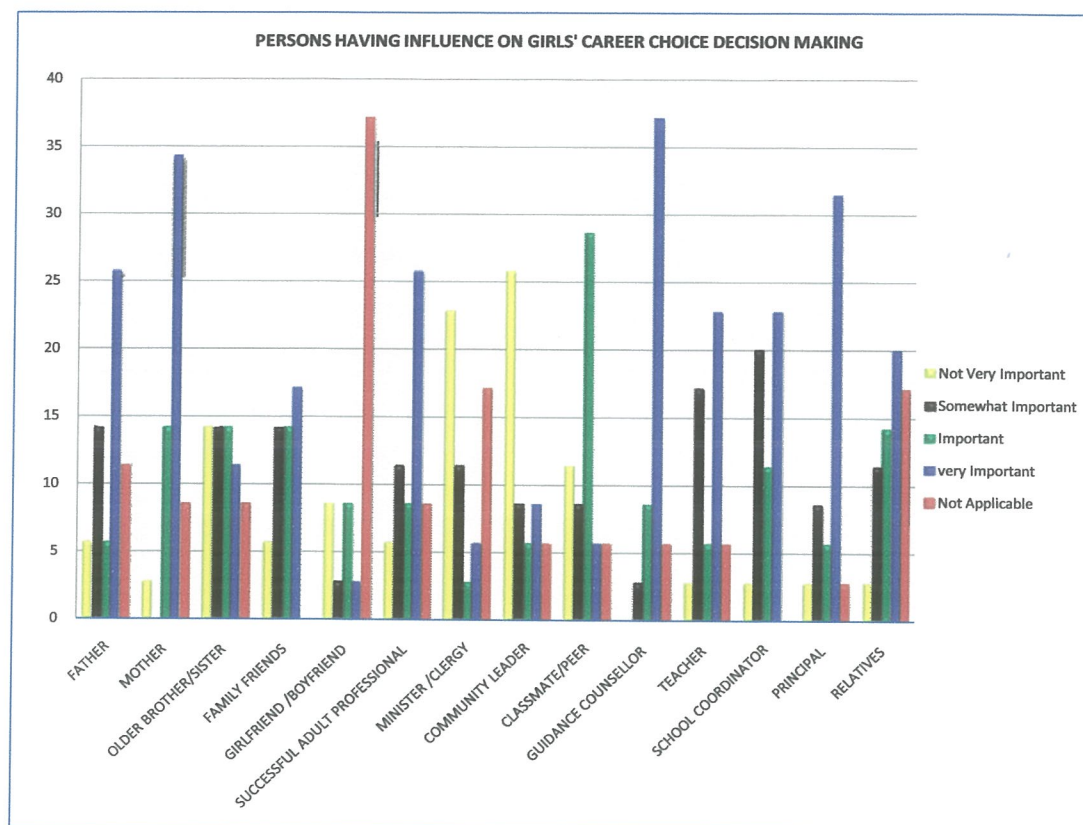
*NB: Data in percentage*

Comparisons of the persons with the most influence on future career decision making of the form four boys and girls were made. This data was put in a table as shown in Table 5 and presented in Fig. 5 below.

**Table 5: COMPARISON OF BOYS AND GIRLS DATA ON THE MOST INFLUENTIAL PERSONS IN DECISION**

| COMPARISON OF BOYS AND GIRLS DATA ON THE MOST INFLUENTIAL PERSONS IN DECISION | | |
| --- | --- | --- |
| PERSONS | Boys | Girls |
| Father | 2.8 | 25.7 |
| Mother | 25.7 | 34.28 |
| Older brother or sister | 14.2 | 11.4 |
| Family friend | 5.7 | 17.1 |
| Girl or boyfriend | 5.7 | 2.8 |
| Successful professional from community | 22.8 | 25.7 |
| Minister or clergy | 5.7 | 5.7 |
| Tribal leader | 5.7 | 8.6 |
| Classmates /peer | 2.8 | 5.7 |
| Guidance counsellor | 14.2 | 37.14 |
| Teacher | 37.14 | 22.8 |
| Home school coordinator | 2.8 | 22.8 |
| Principal | 28.6 | 31.42 |
| Relatives (aunts, uncles, grandparents, etc.) | 8.6 | 20 |

*NB: Data in percentage*

Fig.5: Comparison of Boys and Girls Data on the Most Influential Persons in Decision Making.
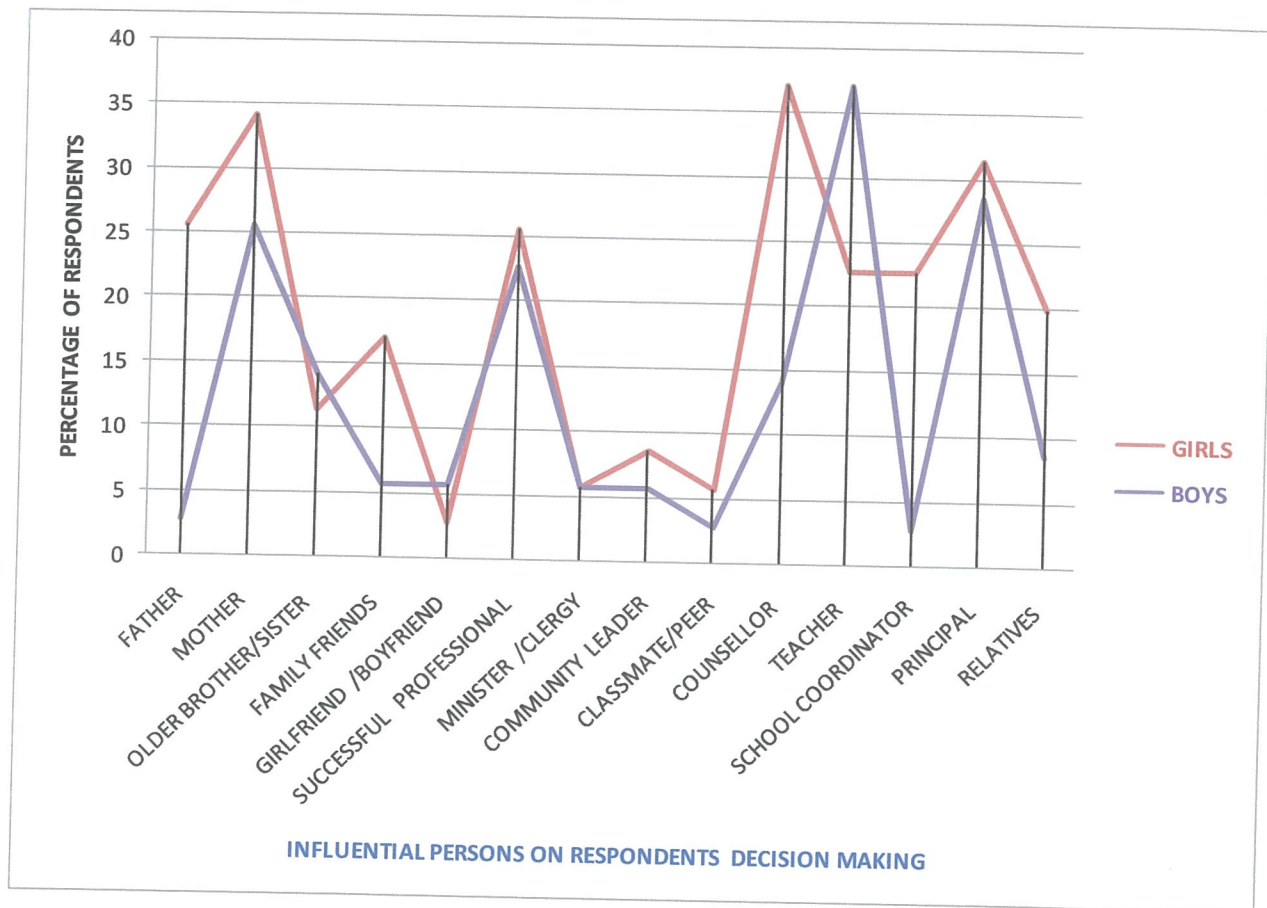


Data on events which Influences the decision making on choice of career of the

form four boys and girls was recorded as shown in Table 6 and presented in Fig.6.

Table6: Events Having Potential Influence on Decisions on Career Choice.

| Events | NVI | SI | I | VI | NA |
|---|---|---|---|---|---|
| high school career workshop/seminar | 11.4 | 14.2 | 20 | 31.4 | 28.6 |
| Trip to industries or companies | 25.7 | 25.7 | 17.1 | 17.1 | 17.1 |
| Trip to Universities | 8.6 | 22.8 | 11.4 | 40 | 20 |
| Trip to military base or college | 17.1 | 20 | 20 | 22.8 | 25.7 |
| Trip to vocational/technical school | 5.7 | 37.1 | 11.4 | 22.8 | 25.7 |
| Trip to future job site | 17.1 | 14.2 | 25.7 | 28.6 | 17.1 |

NB: Data in percentage

Fig 6: Events Having Potential Influence on Decisions on Career Choice.



LEVEL OF INFLUENCE THAT EVENTS HAVE ON BOYS AND GIRLS DECISION MAKING ON FUTURE CAREER

| | CAREER/WORKS HOP/SEMINAR | TRIP TO INDUSTRIES | TRIP TO UNIVERSITIES | TRIP TO MILLITARY BASE | TRIP TO VOCATIONAL SCHOOL | TRIP TO FUTURE JOBS SITE |
|---|---|---|---|---|---|---|
| NOT VERY INFLUENTIAL | 11.4 | 25.7 | 8.6 | 17.1 | 5.7 | 17.1 |
| SOMEWHAT INFLUENTIAL | 14.2 | 25.7 | 22.8 | 20 | 37.1 | 14.2 |
| INFLUENTIAL | 20 | 17.1 | 11.4 | 20 | 11.4 | 25.7 |
| VERY INFLUENTIAL | 31.4 | 17.1 | 40 | 22.8 | 22.8 | 28.6 |
| NOT APPLICABLE | 28.6 | 17.1 | 20 | 25.7 | 25.7 | 17.1 |

PERCENTAGE OF RESPONDENTT

Data on events that Influences the decision making on choice of future career of girls was recorded separately as shown in table 7.

Table 7: Events that Influences Form Four Girls Decision Making on Career Choice.

| Events | NVI | SI | I | VI | NA |
|---|---|---|---|---|---|
| high school career workshop/seminar | 8.6 | 8.6 | 5.7 | 14.2 | 22.8 |
| Trip to industries or companies | 17.1 | 14.2 | 2.8 | 8.6 | 14.2 |
| Trip to Universities | 8.6 | 20 | 5.7 | 14.3 | 17.1 |
| Trip to military base or college | 11.4 | 8.6 | 5.7 | 11.4 | 22.8 |
| Trip to vocational/technical school | 0 | 25.7 | 5.7 | 11.4 | 14.2 |
| Trip to future job site | 5.7 | 11.4 | 8.6 | 17.1 | 14.2 |
| high school career workshop/seminar | 8.6 | 8.6 | 5.7 | 14.2 | 22.8 |
| Trip to industries or companies | 17.1 | 14.2 | 2.8 | 8.6 | 14.2 |

NB: Data in percentage

Fig. 7 : Events that Influence on Form Four Girls Decision Making on Career Choice.



LEVEL OF INFLUENCE THAT EVENTS HAVE ON GIRLS DECISION MAKING ON FUTURE CAREER

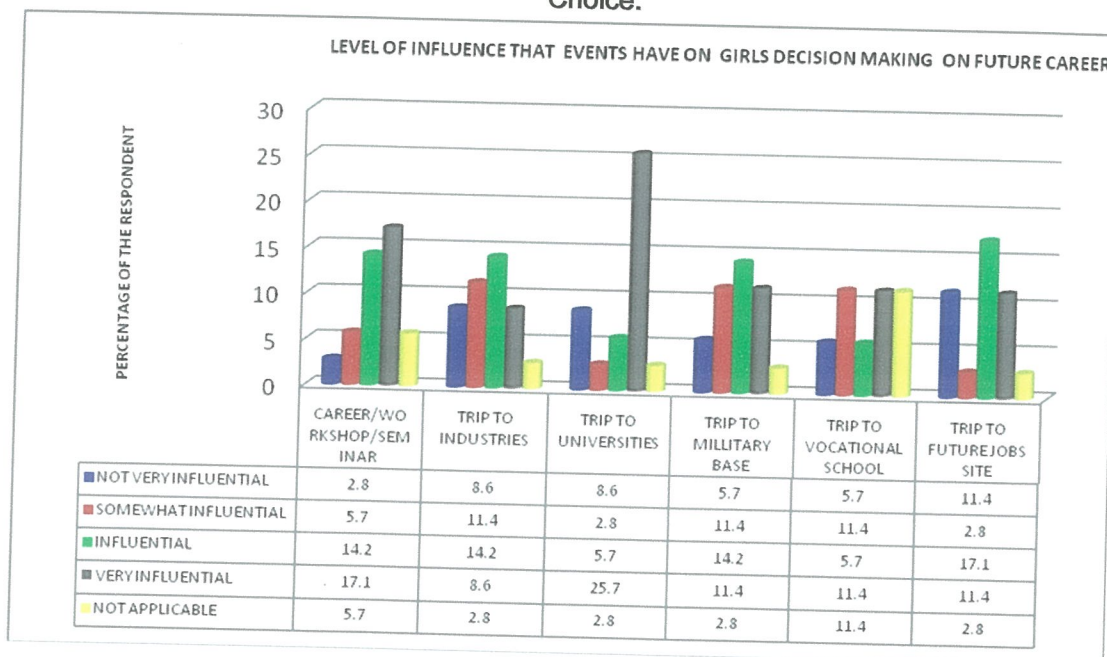| | CAREER/WO RKSHOP/SE MINAR | TRIP TO INDUSTRIES | TRIP TO UNIVERSITIE S | TRIP TO MILLITARY BASE | TRIP TO VOCATIONAL SCHOOL | TRIP TO FUTURE JOBS SITE |
|---|---|---|---|---|---|---|
| NOT VERY INFLUENTIAL | 8.6 | 17.1 | 8.6 | 11.4 | 0 | 5.7 |
| SOMEWHAT INFLUENTIAL | 8.6 | 14.2 | 20 | 8.6 | 25.7 | 11.4 |
| INFLUENTIAL | 5.7 | 2.8 | 5.7 | 5.7 | 5.7 | 8.6 |
| VERY INFLUENTIAL | 14.2 | 8.6 | 14.3 | 11.4 | 11.4 | 17.1 |
| NOT APPLICABLE | 22.8 | 14.2 | 17.1 | 22.8 | 14.2 | 14.2 |
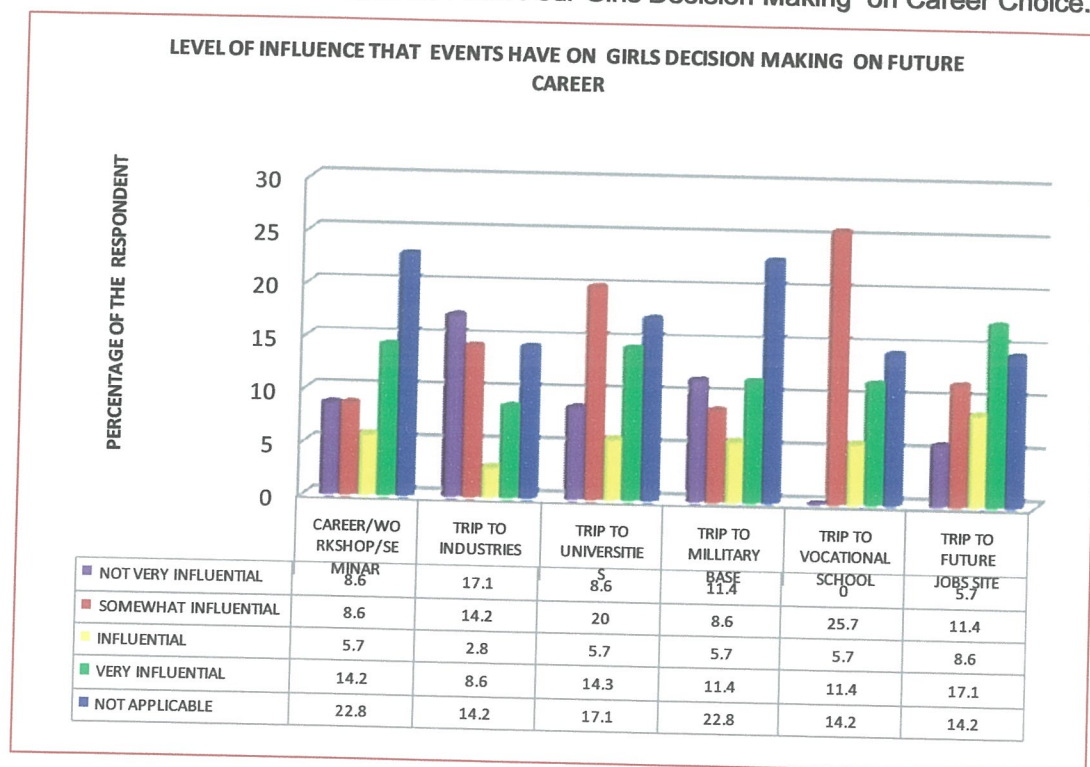
Data on events which Influences the decision making on future career of the boys was recorded separately as shown in Table 8 and presented in Fig. 8.

Table 8: Events Having Potential Influence on Form Four Boys Decision Making on Career Choice.

| Events | NVI | SI | I | VI | NA |
|---|---|---|---|---|---|
| high school career workshop/seminar | 2.8 | 5.7 | 14.2 | 17.1 | 5.7 |
| Trip to industries or companies | 8.6 | 11.4 | 14.2 | 8.6 | 2.8 |
| Trip to Universities | 8.6 | 2.8 | 5.7 | 25.7 | 2.8 |
| Trip to military base or college | 5.7 | 11.4 | 14.2 | 11.4 | 2.8 |
| Trip to vocational/technical school | 5.7 | 11.4 | 5.7 | 11.4 | 11.4 |
| Trip to future job site | 11.4 | 2.8 | 17.1 | 11.4 | 2.8 |
| high school career workshop/seminar | 2.8 | 5.7 | 14.2 | 17.1 | 5.7 |
| Trip to industries or companies | 8.6 | 11.4 | 14.2 | 8.6 | 2.8 |

NB: Data in percentage

Fig. 8 : Events Having Potential Influence on Form Four Boys Decision Making on Career Choice.



LEVEL OF INFLUENCE THAT EVENTS HAVE ON GIRLS DECISION MAKING ON FUTURE CAREER

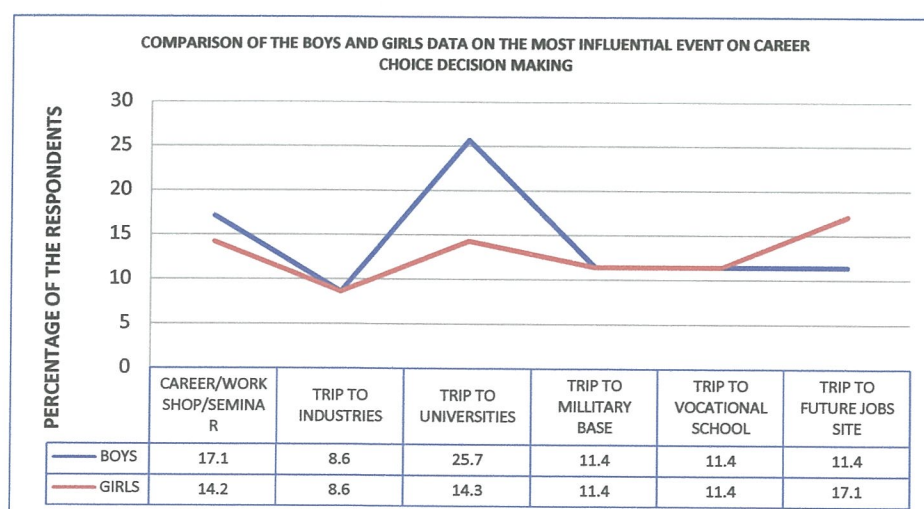| | CAREER/WO RKSHOP/SEM INAR | TRIP TO INDUSTRIES | TRIP TO UNIVERSITIES | TRIP TO MILLITARY BASE | TRIP TO VOCATIONAL SCHOOL | TRIP TO FUTUREJOBS SITE |
|---|---|---|---|---|---|---|
| NOT VERY INFLUENTIAL | 2.8 | 8.6 | 8.6 | 5.7 | 5.7 | 11.4 |
| SOMEWHAT INFLUENTIAL | 5.7 | 11.4 | 2.8 | 11.4 | 11.4 | 2.8 |
| INFLUENTIAL | 14.2 | 14.2 | 5.7 | 14.2 | 5.7 | 17.1 |
| VERY INFLUENTIAL | 17.1 | 8.6 | 25.7 | 11.4 | 11.4 | 11.4 |
| NOT APPLICABLE | 5.7 | 2.8 | 2.8 | 2.8 | 11.4 | 2.8 |

41

Comparisons on the most influential event on form four boys' and girls' decision making on future career was made. This data was put in table 9 and presented in the figure 9 respectively.

Table 9: Comparisons on the most influential event on form four boys and girls decision making on future career

|  |  | BOYS | GIRLS |
|---|---|---|---|
| 1 | Career/workshop/seminar | 17.1 | 14.2 |
| 2 | Trip to industries | 8.6 | 8.6 |
| 3 | Trip to universities | 25.7 | 14.3 |
| 4 | Trip to military base | 11.4 | 11.4 |
| 5 | Trip to vocational school | 11.4 | 11.4 |
| 6 | Trip to future jobs site | 11.4 | 17.1 |

*NB: Data in percentage*

Fig 9: Comparisons on the most influential event on form four boys and girls decision making on future career



COMPARISON OF THE BOYS AND GIRLS DATA ON THE MOST INFLUENTIAL EVENT ON CAREER CHOICE DECISION MAKING

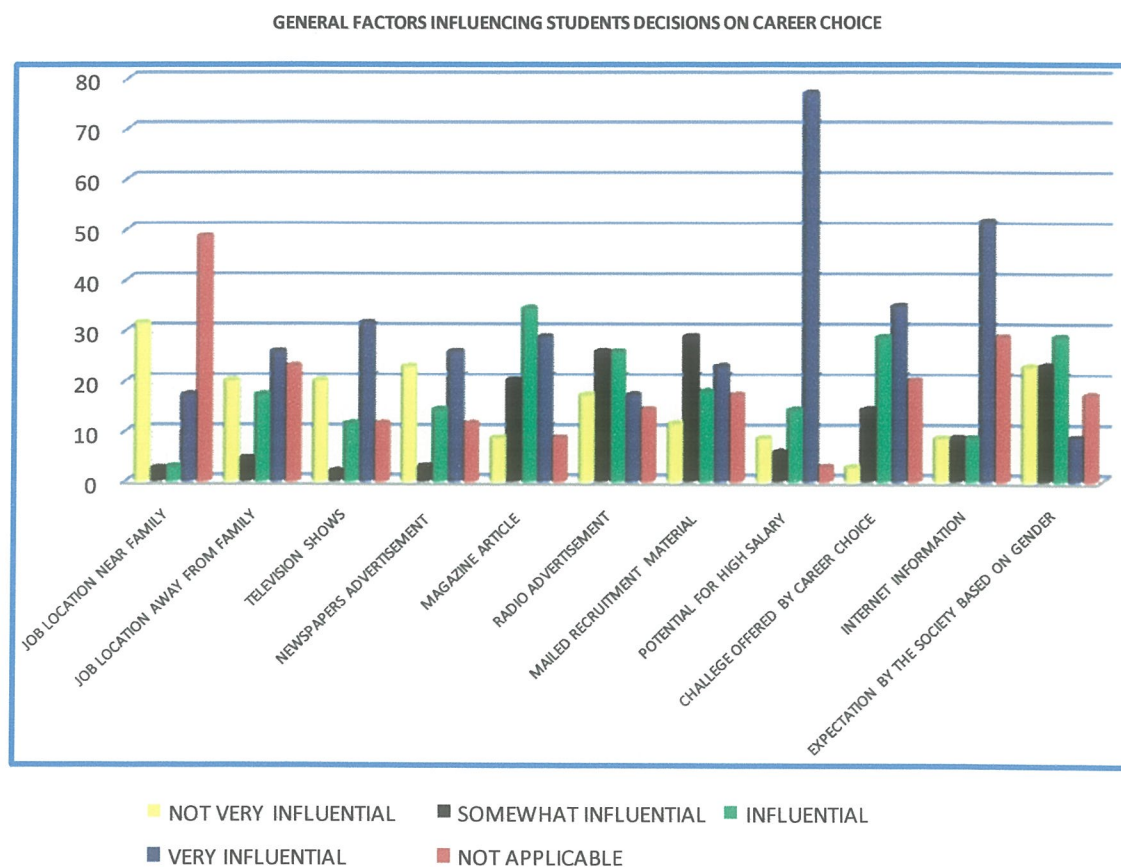| | CAREER/WORK SHOP/SEMINAR | TRIP TO INDUSTRIES | TRIP TO UNIVERSITIES | TRIP TO MILLITARY BASE | TRIP TO VOCATIONAL SCHOOL | TRIP TO FUTURE JOBS SITE |
|---|---|---|---|---|---|---|
| BOYS | 17.1 | 8.6 | 25.7 | 11.4 | 11.4 | 11.4 |
| GIRLS | 14.2 | 8.6 | 14.3 | 11.4 | 11.4 | 17.1 |

Results from data on general factors influencing the decision making in regard to choice of

career in all form four students who participated in this study was recorded as shown in

table 10 and presented in Fig. 10.

Table 10: Influence of General Factors on All Students Decisions on Future Career.

| Factors | NVI | SI | I | VI | NA |
|---|---|---|---|---|---|
| Location of job or college near family (desire to stay near family) | 31.42 | 2.4 | 2.8 | 17.1 | 48.6 |
| Location of job or college away from family (desire to be out on your own home area) | 20 | 4.4 | 17.1 | 25.7 | 22.8 |
| Television show | 20 | 1.8 | 11.4 | 31.4 | 11.4 |
| Newspaper advertisement | 22.8 | 2.8 | 14.2 | 25.7 | 11.4 |
| Magazine article | 8.6 | 20 | 34.28 | 28.6 | 8.6 |
| Radio advertisement | 17.1 | 25.7 | 25.7 | 17.1 | 14.2 |
| Mailed recruitment material (letters, brochures, etc.) | 11.4 | 28.6 | 17.8 | 22.8 | 17.1 |
| Potential for high salary | 8.6 | 5.7 | 14.2 | 77 | 2.8 |
| Challenge offered by career choice | 2.8 | 14.2 | 28.6 | 34.8 | 20 |
| Internet Information (World Wide Web) | 8.6 | 8.6 | 8.6 | 51.4 | 28.6 |
| Expectation by society based on gender | 22.8 | 22.8 | 28.6 | 8.6 | 17.1 |

Fig 10: General Factors on all Students Decisions on Future Career.

GENERAL FACTORS INFLUENCING STUDENTS DECISIONS ON CAREER CHOICE



- NOT VERY INFLUENTIAL
- SOMEWHAT INFLUENTIAL
- INFLUENTIAL
- VERY INFLUENTIAL
- NOT APPLICABLE

Results from data on general factors which Influences the decision making on career choice

of form four girls and boy who participated in this study was recorded separately as shown

in table 11 and table 12 and presented in Fig 11 and Fig 12 respectively.

Table 11: Data on general factors having potential influence on future career decisions making of form four girls.

| Factors | NVI | SI | I | VI | NA |
|---|---|---|---|---|---|
| Location of job or college near family | 20 | 0 | 2.8 | 5.7 | 28.6 |
| Location of job or college away from family | 20 | 8.6 | 8.6 | 11.4 | 8.6 |
| Television show | 11.4 | 17.1 | 2.8 | 14.2 | 11.4 |
| Newspaper advertisement | 17.1 | 17.1 | 2.8 | 11.4 | 8.6 |
| Magazine article | 5.7 | 11.4 | 17.1 | 17.1 | 2.8 |
| Radio advertisement | 11.4 | 17.1 | 17.1 | 5.7 | 2.8 |
| Mailed recruitment material (letters, brochures, etc.) | 2.8 | 25.7 | 2.8 | 11.4 | 8.6 |
| Potential for high salary | 5.7 | 5.7 | 11.4 | 40 | 0 |
| Challenge offered by career choice | 0 | 8.6 | 5.7 | 22.8 | 11.4 |
| Internet Information (World Wide Web) | 2.8 | 5.7 | 5.7 | 25.7 | 20 |
| Expectation by society based on gender | 8.6 | 5.7 | 25.7 | 8.6 | 2.8 |

*NB: Data in percentage*

45

Fig 11: General factors that influence form four girls decision making on future career.
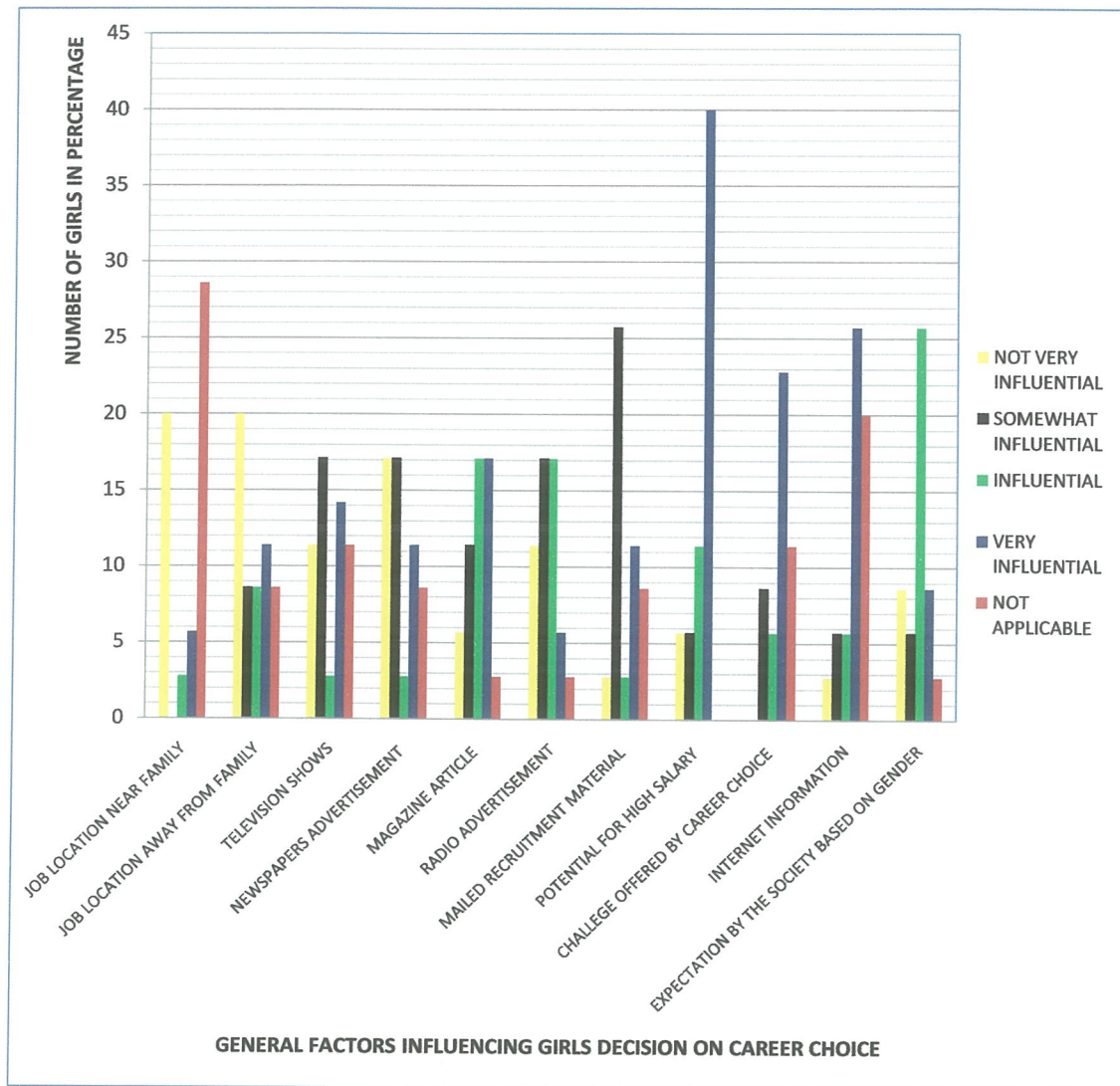
Fig 11: General factors that influence form four girls decision making on future career.
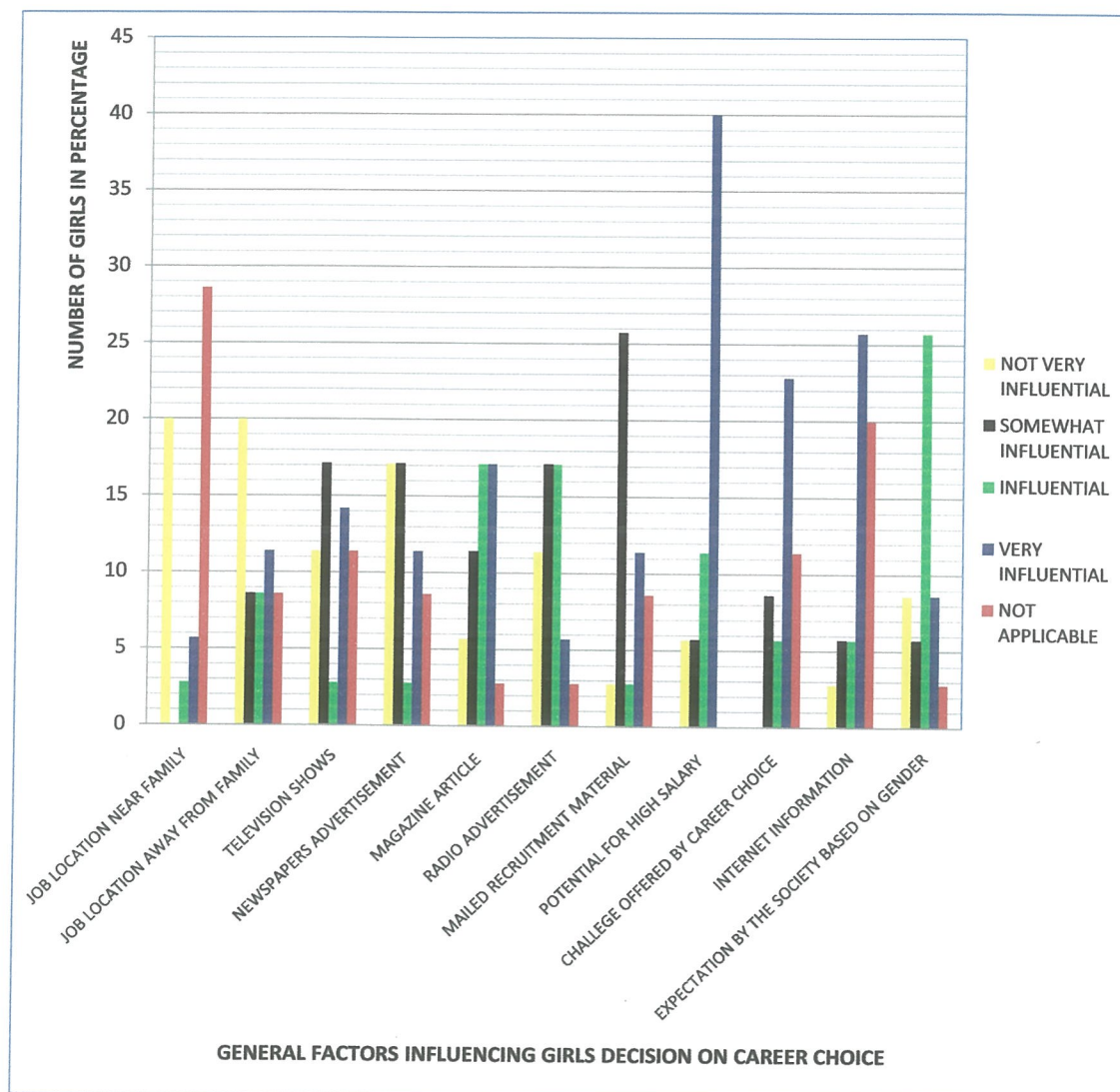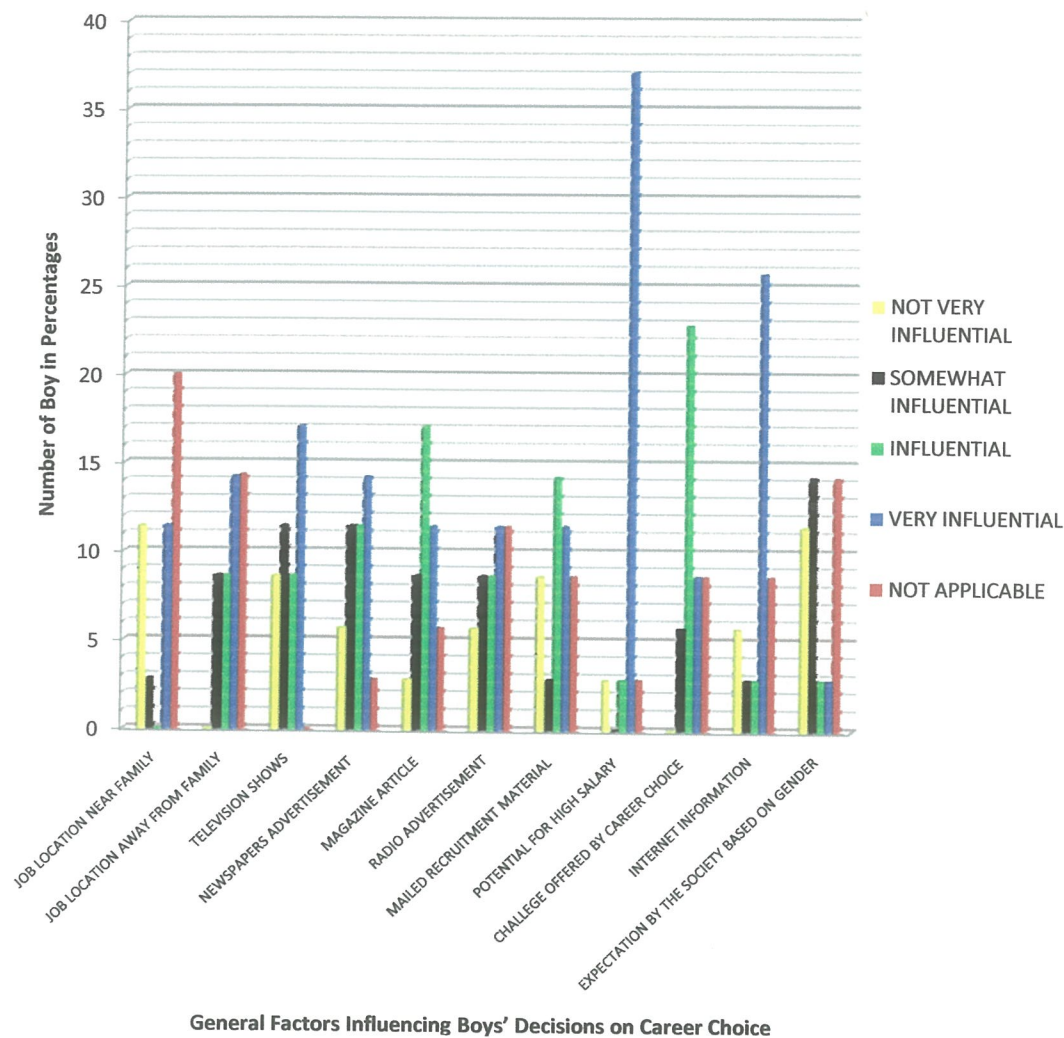
## Table 12: General Factors Influencing Boys' Decisions on Career Choice

| Factors | NVI | SI | I | VI | NA |
|---|---|---|---|---|---|
| Location of job or college near family (desire to stay near family) | 11.4 | 2.8 | 0 | 11.4 | 20 |
| Location of job or college away from family | 0 | 8.6 | 8.6 | 14.2 | 14.3 |
| Television show | 8.6 | 11.4 | 8.6 | 17.1 | 0 |
| Newspaper advertisement | 5.7 | 11.4 | 11.4 | 14.2 | 2.8 |
| Magazine article | 2.8 | 8.6 | 17.1 | 11.4 | 5.7 |
| Radio advertisement | 5.7 | 8.6 | 8.6 | 11.4 | 11.4 |
| Mailed recruitment material (letters, brochures, etc.) | 8.6 | 2.8 | 14.2 | 11.4 | 8.6 |
| Potential for high salary | 2.8 | 0 | 2.8 | 37.1 | 2.8 |
| Challenge offered by career choice | 0 | 5.7 | 22.8 | 8.6 | 8.6 |
| Internet Information (World Wide Web) | 5.7 | 2.8 | 2.8 | 25.7 | 8.6 |
| Expectation by society based on gender | 11.4 | 14.2 | 2.8 | 2.8 | 14.2 |

*NB: Data in percentage*

Fig 12: General Factors Influencing Boys' Decisions on Career Choice



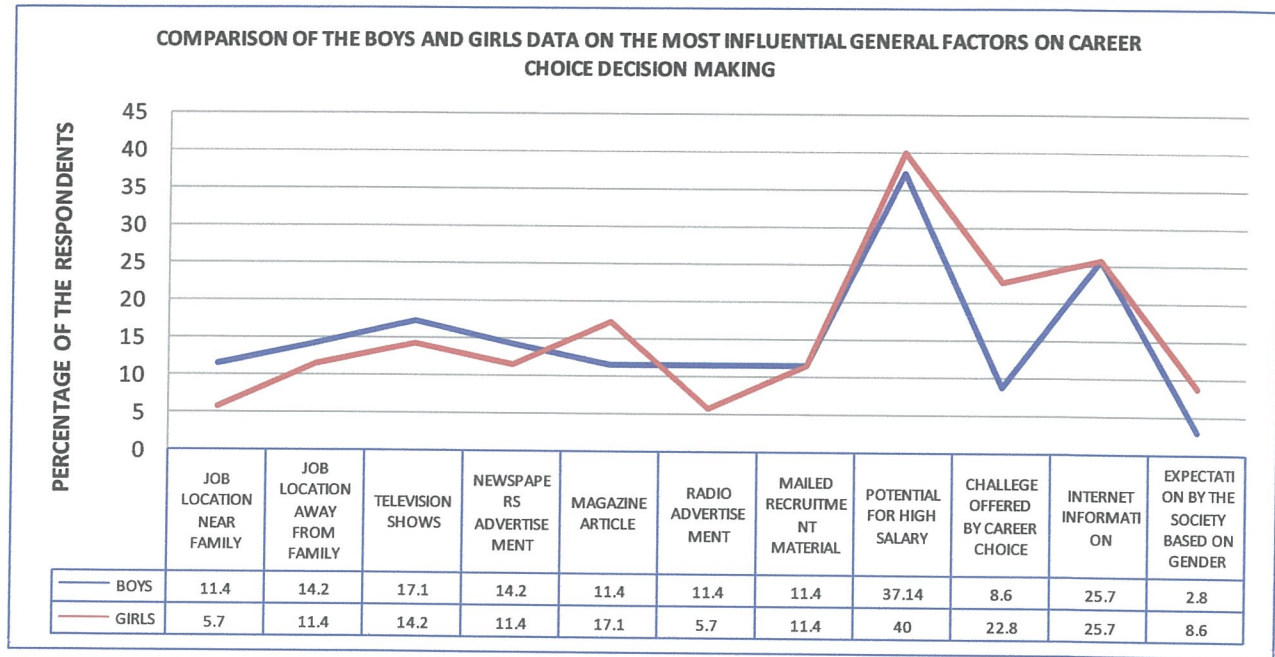General Factors Influencing Boys' Decisions on Career Choice

Comparisons on the general factors influencing form four boys and girls decision

making on future career was made as shown in Table 12 and presented in Fig12

respectively.

Table 12: Comparison of the Boys and Girls Data on the Most Influential General Factors on Career Choice Decision Making.

| GENDER | BOYS | GIRLS |
|---|---|---|
| Location of job or college near family | 11.4 | 5.7 |
| Location of job or college away from family | 14.2 | 11.4 |
| Television show | 17.1 | 14.2 |
| Newspaper advertisement | 14.2 | 11.4 |
| Magazine article | 11.4 | 17.1 |
| Radio advertisement | 11.4 | 5.7 |
| Mailed recruitment material (letters, brochures, etc.) | 11.4 | 11.4 |
| Potential for high salary | 37.14 | 40 |
| Challenge offered by career choice | 8.6 | 22.8 |
| Internet Information (World Wide Web) | 25.7 | 25.7 |
| Expectation by society based on gender | 2.8 | 8.6 |

FIGURE:12  Comparison of the Boys and Girls Data on the Most Influential General Factors on Career Choice Decision Making



COMPARISON OF THE BOYS AND GIRLS DATA ON THE MOST INFLUENTIAL GENERAL FACTORS ON CAREER CHOICE DECISION MAKING

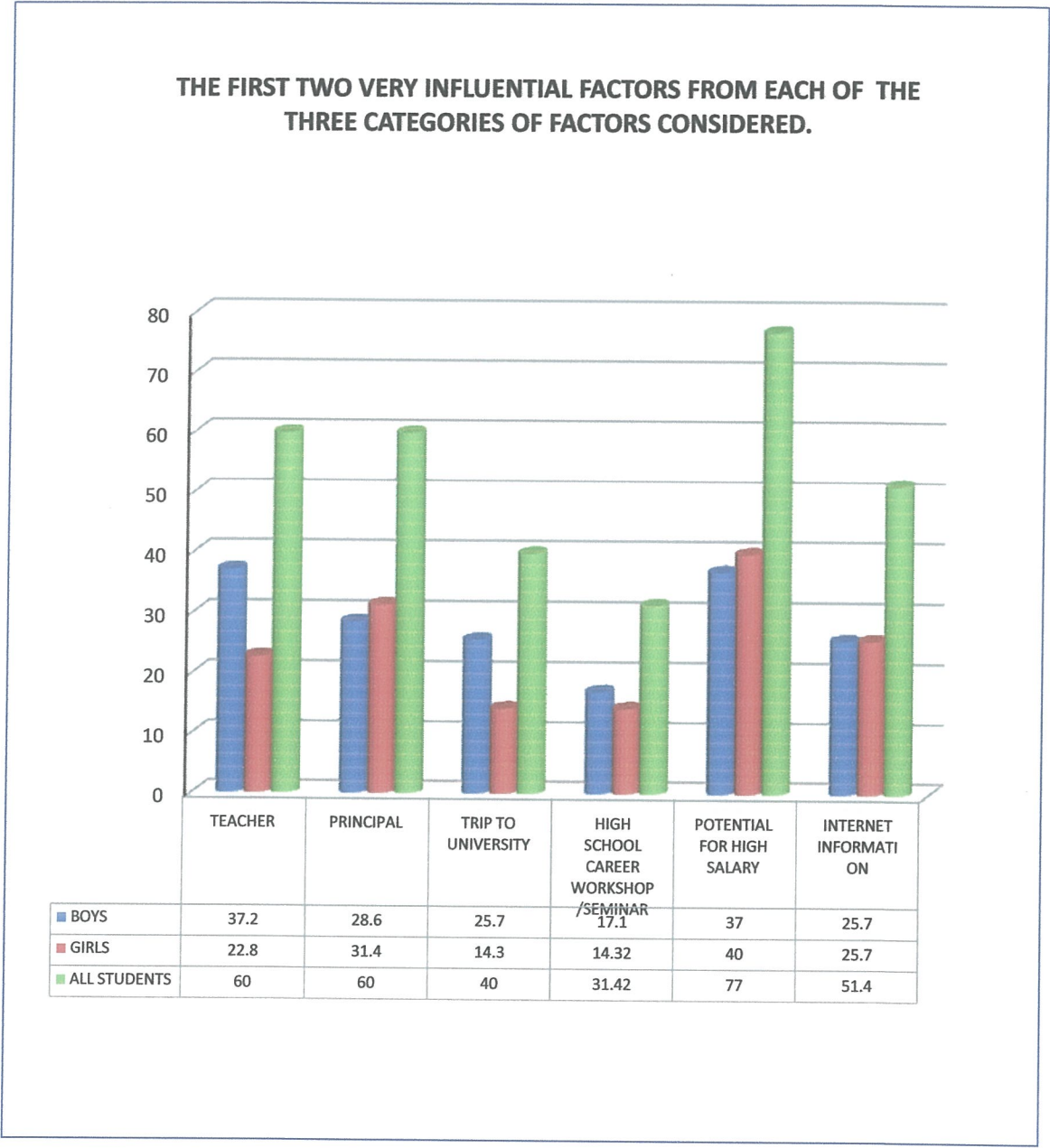| | JOB LOCATION NEAR FAMILY | JOB LOCATION AWAY FROM FAMILY | TELEVISION SHOWS | NEWSPAPERS ADVERTISEMENT | MAGAZINE ARTICLE | RADIO ADVERTISEMENT | MAILED RECRUITMENT MATERIAL | POTENTIAL FOR HIGH SALARY | CHALLEGE OFFERED BY CAREER CHOICE | INTERNET INFORMATION | EXPECTATION BY THE SOCIETY BASED ON GENDER |
|---|---|---|---|---|---|---|---|---|---|---|---|
| BOYS | 11.4 | 14.2 | 17.1 | 14.2 | 11.4 | 11.4 | 11.4 | 37.14 | 8.6 | 25.7 | 2.8 |
| GIRLS | 5.7 | 11.4 | 14.2 | 11.4 | 17.1 | 5.7 | 11.4 | 40 | 22.8 | 25.7 | 8.6 |

Finally, a comparison was made on the first two very influential factors from each of the three categories of factors considered in this study to establish the most influential. The data was put in table 13 and presented in fig 13.

Table 13: Comparison of the First Two Very Influential Factors from Each of the Three Categories of Factors Considered.

| Gender | Boys | Girls | All Students |
|---|---|---|---|
| **Persons** | | | |
| Teacher | 37.2 | 22.8 | 60 |
| Principal | 28.6 | 31.4 | 60 |
| **Events** | | | |
| Trip To University | 25.7 | 14.3 | 40 |
| High School Career Workshop/ Seminar | 17.1 | 14.32 | 31.42 |
| **General Factors** | | | |
| Potential For High Salary | 37 | 40 | 77 |
| Internet Information | 25.7 | 25.7 | 51.4 |

Fig 13: Comparison of the First Two Very Influential Factors from Each of the Three Categories of Factors Considered.

## THE FIRST TWO VERY INFLUENTIAL FACTORS FROM EACH OF THE THREE CATEGORIES OF FACTORS CONSIDERED.

| | TEACHER | PRINCIPAL | TRIP TO UNIVERSITY | HIGH SCHOOL CAREER WORKSHOP /SEMINAR | POTENTIAL FOR HIGH SALARY | INTERNET INFORMATION |
|---|---|---|---|---|---|---|
| BOYS | 37.2 | 28.6 | 25.7 | 17.1 | 37 | 25.7 |
| GIRLS | 22.8 | 31.4 | 14.3 | 14.32 | 40 | 25.7 |
| ALL STUDENTS | 60 | 60 | 40 | 31.42 | 77 | 51.4 |

## Findings

The study established that most of the form four students who shoulder the responsibility of making this decision about future career are between 16-19 years. In this study, 74% of the respondents are in this age bracket. This is commensurate with finding in previous successful studies. These includes Dikici et al (2007), Baboolal and Hutchinson (2007), Frederick S et al (2003) which focused on factor affecting student of various levels in their choice of career especially in medical fields and Lang (2007) that focused on factors that shape student decision-making related to information technology study and career choices.

In category one of the factors that were in this study, the teachers and the school principals were cited as the most influential personalities in career choice decision making by form four student. The boys respondents who felt that teachers would influence their decisions most formed 37.2% while the girls formed 22.8% of the total number of the respondent.

However, the entire form four students respondent in this study felt that the principal and the teacher had equal level of influence in their career choice decisions. 60% of the entire respondent picked on the teachers and the principal as most influential personality.

The study also established that, trips to the universities that offer the career that the respondent aspire to undertake ware the most influential events to the boys and girls a like in future career decision making. 25.7% and 14.3% of the boys and girls picked on trips to the universities making a total of 40% of all the respondents. Nevertheless, high school workshops and seminars were the second most influential events that influence the future career choice decision making being picked by 31.42% of the entire respondent.

In the category of general factors, potential for higher salary was the most influential factor picked by the form four student respondents. 77% percent of all the respondents picked on it. Boys formed 37%, while the girls formed 40% of the entire number of respondent.

Internet information became the second most influential general factor in future career decision for the form four students' respondents in this study. 51.4% of all the respondents picked on it. Boys and girls respondents in this category had equal percentage of 25.7%.

The study also established that the potential for high salary is the most influential factor to both boys and girls in form four. 77% of all the respondents picked on it as the most influential factor when deciding on future career.

Conclusion and Suggestion for Further Studies

The predominant findings from this qualitative study cannot be generalised but nevertheless have implications that are of value in terms of informing further research into improving decision making of form four students in Kenya on future career. The finding that teachers and principals were the main factor influencing students in their decisions on future career is interesting and important. This is because it will reinforce the teacher and principals role in the future career decision making of form four students.

The findings that tour to universities and career workshops and seminars have significant influence on the future career decision making of form four students highlights the need by the school administrations to occasionally organize such events to help students have good foundation for the decision they make. The study also established the World Wide Web as a source of information played a crucial role in career choice decision making.

The current study on the factors which influence the form four students in career choice focused on student from Koibatek District. The study established among the most influential factor is the potential for high salary. Teachers and principals were found to be the most influential persons on career choice decision making of the form four. Further studies should be carried out to have a wider coverage e.g. the province to find out whether the findings will be commensurate with the current findings or will be different.

Koibatek district is located in the rural part of Kenya and therefore, there is need to conduct studies like this one in urban areas to establish if the same factors influence the students in the urban schools in the same way.

Recommendation

Despite the fact that more than half of all the respondents picked on the information from internet as being very influential consideration in decision making, unfortunately, internet technology is too sparse in most parts of Kenya. In fact, very few government sponsored secondary schools in Kenya have access to the internet. Therefore, the government should make policies that ultimately gives access of information technology to all secondary schools in Kenya.

This study also recommends that the guidance counsellor department in secondary be strengthens and all schools establish a career counselling department with a qualified career counsellor to guide students on career choice.

# Bibliography

Anderson, P. (1998). Choice: Can we choose it? Gender and Choice in Education and Occupation. J. Radford. London, Routledge: 141-161.

Bandura, A. (1997). Self-Efficacy: the exercise of control. New York, W.H. Freeman & Company.

Bandura, A. (1986) Social foundations of thought and action: a social cognitive theory, Englewood Cliffs, NJ: Prentice Hall

Bouchard, P. and J.-C. St-Amant (2000). "Gender identities and school success." Alberta Journal of Educational Research AJER XLVI /66(3): 281.

Brown, D. (1990) Summary, Comparison & Critique of the Major Theories in Brown, D., Brooks, L. & Associates (Eds), Career Choice & Development (pp338-363). San Francisco: Jossey Bass.

Christine Marie Doud  Factors Influencing Career Choices of Native American and Caucasian American High School Students: A Replication Study, University of Wisconsin-Stout July 2003, found at www.australiadigitalthesis.com.

Collins, C., J. Kenway and J. McLeod (2000). Factors influencing the educational performance of males and females in school and their initial destinations after leaving school. Canberra, Commonwealth of Australia.

Dikici M. et al (2008), Factors Affecting Choice of Specialty Among First-year Medical Students of Four Universities in Different Regions of Turkey, found at http://www.cmj.hr/2008/49/3/18581621.htm.

Earl J.(2004) An investigation into the antecedents and consequences of career decidedness and comfort, University of New South wales, Thesis,

Frederick S. Sierles (2003),Factors Affecting Medical Student Career Choice of Psychiatry From 1999 to 2001, Academic Psychiatry 27:260-268, December 2003.

Gottfredson, G.D. (1999) 'John L. Holland's contributions to vocational psychology: a review & evaluation', Journal of Vocational Behaviour, Vol.55, No.1.pp15-40.

Hackett, G. (1995). Self-efficacy in career choice and development. Self-efficacy in changing societies. A. Bandura. USA, Cambridge University Press: 232-258.

Henwood, F. (1998). Engineering difference: Discourses on gender, sexuality and work in a college of technology. *Gender and Education, 10* (1), 35-49.

Hodkinson, P. and A. C. Sparkes (1997). "Careership: A sociological theory of career decision making." British Journal of Sociology of Education 18(1): 29-44.

Holland, J.L. (1966) The Psychology of Vocational Choice, Waltham, MA: Blaisdell.

Holland, J.L. (1973) Making Vocational Choices: A theory of careers, Englewood Cliffs, NJ: Prentice-Hall.

Holland, J.L. (1992) (2nd ed) Making Vocational Choices: A theory of vocational personalities and work environments, Odessa, FL: Psychological Assessment Resources.

Krumboltz, J.D., Mitchell, A.M. & Jones, G.B. (1976) A Social Learning Theory of Career Selection in The Counselling Psychologist, 6, 1, pp71-81.

Krumboltz, J.D., Kinnier, R.T., Rude, S.S., Scherba, D.S. and Hamel, D.A. (1986)

Teaching a Rational Approach to Career Decision Making: who benefits most? in Journal of Vocational Behaviour, 29, p1-6

Krumboltz, J.D. (1994) Improving Career Development Theory from a Social Learning Perspective, in Savickas, M.L. & Lent, R.L.(Eds) Convergence in Career Development Theories, Palo Alto, CA: CPP Books, p9-31. Mitchell et al 1999.

Lang C. (2007) Factors That Shape Student Decision-Making Related To Information Technology Study and Career Choices: A Gendered Analysis, Thesis, The University of Melbourne.

Leong, F. T.L. (1995) Career Development and Vocational Behaviour of Racial and Ethnic Minorities, New Jersey: Lawrence Erlbaum Associates.

Maslow, A.H. (1954) Motivation and Personality, New York, Harper and Row

Mitchell, K.E.., Levin, A.S. & Krumboltz, J.D. (1999) Planned happenstance: constructing unexpected career opportunities in Journal of Counselling and Development, . 77, p115-124.

Mitchell, L.K. & Krumboltz, J.D. (1996) 'Krumboltz's learning theory of career choice and counselling', in Brown, D., Brooks, L. & Associates (Ends) Career Choice and Development (3rd Ed), San Francisco, California, Jossey Bass, pp223-280.

M u l l e r (1987) in his study "Career Choice: Drift, Desire Or Decision. Factors Influencing Career Choice Of Year 12 Students In A.C.T. www.australiathesis.com

Newcomb, C. S. (1992). *A Survey of factors influencing career choices of Native American and Caucasian high school students.* Unpublished Master's Thesis, University of Wisconsin-Stout, Menomonee.

Osipow, S.H. & Fitzgerald, L.F. (1996) (4th Ed) Theories of Career Development, Needham Heights, Mass: Allyn & Bacon.

Parsons, F. (1908) Choosing a Vocation, Boston: Houghton Mifflin

Pajares, F. (2002). "Self-efficacy beliefs in academic contexts: an outline." Retrieved 8 Feb 2002, from http://www.emory.edu/EDUCATION/mfp/effpage.html#web.

Radford, J. (1998b). Why can't a woman be more like a man, or vice versa? Gender and

Choice in Education and Occupation. J. Radford. London, Routledge: 174-191.

Roe, A. (1957) 'Early determinants of vocational choice', Journal of Counselling Psychology, Vol.4, No.3. pp212-217.

Roe, A. & Lunneborg, P.W. (1990) 'Personality, development and career choice', in Brown, D., Brooks, L. & Associates, (Eds) Career Choice and Development, (2nd Edn), San Francisco, California, Jossey-Bass, pp68-101.

Savickas, M. (1997) 'Constructivist career counselling: models and methods', Advances in Personal Construct Psychology, Vol.4, No.2. pp149-182.

Savickas, M. & Lent, R. (1994). *Convergence in Career Development Theories.* Palo Alto, California: Consulting Psychologists Press, Inc. and Stitt-Gohdes, W. (1997) *Career Development.* Columbus, Ohio: ERIC Clearinghouse on Adult, Career and Vocational Education

Scott, S. (2005, Jun 12, 2005). FAMILY TIES. *Toronto Star,* pp. pg. A.18.

Sharf, R.S. (1997) Applying Career Development Theory to Counselling, Pacific Grove, California: Brooks/Cole.

Siann, G. and M. Callaghan (2001). Choices and Barriers: factors influencing women's choice of higher education in science, engineering and technology. Journal of Further and Higher Education (UK) 25(1): 85-95.

Stanworth, C. (2000). Women and work in the information age. *Gender, Work and Organization, 7*(1), 20-32.

Tamayose T. S et al (2004) Important Factors When Choosing a Career in Public Health, Californian Journal of Health Promotion 2004, Volume 2, Issue 1, 65-73

United Nations. (2005). *Women in development: Report of the Secretary-General. Eradication of poverty and other development issues: Women in development.* United Nations: General Assembly.

Walkerdine, V. (1984). Some day my prince will come. In A. McRobbie & M. Nava (Eds.), *Gender and generation.* Basingstoke: Macmillan.

Watkins, C.E. & Savickas, M.L. (1990) 'Psychodynamic career counselling', in Walsh, W.B. and Osipow, S.H. (Eds) Career Counselling: contemporary topics in vocational psychology, Hillsdale, New Jersey, Lawrence Erlbaum Associates, pp79-116.

Zhu H. (2006), Education & Women's Career Choices: Findings from a Case Study on Women's Informal Learning Pathways to IT Work, Ontario Institute for Studies in Education of University of Toronto, Thesis.

Zunker, V.G. (1998) (5th edition) Career Counselling: Applied Concepts of Life Planning, Pacific Grove, California: Brooks/Cole

## A LIST OF THE SECONDARY SCHOOLS IN KOIBATEK DISTRICT

1. Bhagita Day
2. Maji Mazuri Day
3. Maji Mazuri Girls High
4. Benonin Day
5. Kabiyet Day
6. Baringo Boys High
7. Eldama Ravine Girls High
8. Kamelilo Day
9. Arama Day
10. Poror High
11. Kapcholoi Day
12. Sigoro Mixed
13. Toniok Girls
14. Saos Boys
15. Timboroa Boys
16. Mumberes Girls
17. Torongo Girls
18. Sabatia secondary
19. Solian Girls High
20. Kabimoi Boys High
21. Kiplombe Day
22. A.I.C. Esageri
23. Mogotio Girls High
24. Rosoga secondary
25. Olmarai Day
26. Kisanana High
27. Maji Moto Day
28. Emining High
29. Kimose Day
30. Sirwa Day
31. Cheberen Day

# Questionnaire

Please do not write your name on the questionnaire. Your participation is strictly voluntary and any information provided will be treated with a lot of confidentiality.

As you read through the questionnaire, please answer the questions as truthfully and thoughtfully as possible.

On a scale of one to four, rate each person's, situation's or phenomenon's importance in helping you choose a career by circling the option picked:

1 = NVI = Not Very Influential
2 = SI =Somewhat Influential
3 = I =Influential
4=VI =Very Influential
5=NA =Not Applicable

| | | NVI | SI | I | VI | NA |
|---|---|---|---|---|---|---|
| **Part I** A listing of persons who may have influence on helping you decide on future career. | | | | | | |
| 1 | Father | 1 | 2 | 3 | 4 | 5 |
| 2 | Mother | 1 | 2 | 3 | 4 | 5 |
| 3 | Older brother or sister | 1 | 2 | 3 | 4 | 5 |
| 4 | Family friend | 1 | 2 | 3 | 4 | 5 |
| 5 | Girl or boyfriend | 1 | 2 | 3 | 4 | 5 |
| 6 | Successful adult professional from community | 1 | 2 | 3 | 4 | 5 |
| 7 | Minister or clergy | 1 | 2 | 3 | 4 | 5 |
| 8 | COMMUNITY leader | 1 | 2 | 3 | 4 | 5 |
| 9 | Classmates /peer | 1 | 2 | 3 | 4 | 5 |
| 10 | Guidance counsellor | 1 | 2 | 3 | 4 | 5 |
| 11 | Teacher | 1 | 2 | 3 | 4 | 5 |
| 12 | Home school coordinator | 1 | 2 | 3 | 4 | 5 |
| 13 | Principal | 1 | 2 | 3 | 4 | 5 |
| 14 | Relatives (aunts, uncles, grandparents, etc.) | 1 | 2 | 3 | 4 | 5 |
| **Part II.** Please rate the following events as to the importance of their influence on your career of job choice. | | | | | | |
| 16 | high school career workshop/seminar | 1 | 2 | 3 | 4 | 5 |
| 17 | Trip to industries or companies | 1 | 2 | 3 | 4 | 5 |
| 18 | Trip to Universities | 1 | 2 | 3 | 4 | 5 |
| 19 | Trip to military base or college | 1 | 2 | 3 | 4 | 5 |
| 20 | Trip to vocational/technical school | 1 | 2 | 3 | 4 | 5 |
| 21 | Trip to future job site | 1 | 2 | 3 | 4 | 5 |

**Part III.**

Please rate other factors which may have influenced your career choice.

| 22 | Location of job or college near family (desire to stay near family) | 1 2 | 3 | 4 | 5 |
|----|------|-----|---|---|---|
| 23 | Location of job or college away from family (desire to be out on your own home area) | 1 2 | 3 | 4 | 5 |
| 24 | Television show | 1 2 | 3 | 4 | 5 |
| 25 | Newspaper advertisement | 1 2 | 3 | 4 | 5 |
| 26 | Magazine article | 1 2 | 3 | 4 | 5 |
| 27 | Radio advertisement | 1 2 | 3 | 4 | 5 |
| 28 | Mailed recruitment material (letters, brochures, etc.) | 1 2 | 3 | 4 | 5 |
| 29 | Potential for high salary | 1 2 | 3 | 4 | 5 |
| 31 | Challenge offered by career choice | 1 2 | 3 | 4 | 5 |
| 32 | Internet Information (World Wide Web) | 1 2 | 3 | 4 | 5 |
| 33 | Expectation by society based on gender | 1 2 | 3 | 4 | 5 |

**Part 1V.**

Please check the **one** response that applies best to you.

34. What is your gender? (circle)

MALE or FEMALE

35. How old are you?

(a) 13-14    (b) 15-16    (c) 17-19    (d)  20- 24    (e)  25- above

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**Thank you**