KAMPALA INTERNATIONAL UNIVERSITY

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

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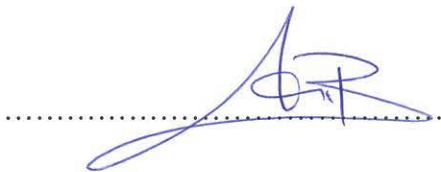
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APPROVAL

This Dissertation entitled "Factors influencing career choice decisions of form four students in secondary school in Kiambu district-Kenya", was carried under mu supervision and approval.

Signature   Date

....17/.12/.2010.

Miss Edith Gwokyalya

Supervisor

DECLARATION

I MUNGAI NJAMBI hereby declare that the work contained in this dissertation entitled "Factors influencing career choice decision of form four student in Kenyan secondary school Kiambu district- Kenya" with the exception of acknowledgment references, ideas and concerns in my original work and it has never been submitted for fulfillment of the requirement for any award of education qualification in any institution of learning.

Signature   Date

....   17TH DEC, 2010.

Mungai Lillian Njambi

DEDICATION

I dedicate this Research report to my parents; my father Mr. John Mungai Njambi, Mrs. Mary Gathoni Mungai, My sisters Hannah Waithira Mungai, Virginia Wathoni Mungai, Serah Njoki Mungai, my brothers David Njoroge Mungai and a very special person in my life Patrick Macharia, the entire family members plus my Friends Carol, Joy and Beatrice Chesire and classmates.

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TABL E OF CONTENTS

CHAPTER FOUR

CHAPTER FIVE

Definition of terms

Career: The sequence of work related experience, paid or un paid occupations or job and attitudes over the span of persons work life (Hall 1990) and Issacson 2000)

Factors: are any circumstances, person, condition or influences that bring about a certain effect.

Education: refers to 'Participants' experience of formal qualification based and off job study (Mallon and Walton 2005)

Training: refers to formal provision of learning experience at work (Mallon and Walton 2005).

Career choice: is a process by which an individual makes decision as to occupation, organization, job and career self development.

LIST OF TABLES

ABSTRACT

Form four class has been identified as a critical decision point in the career choice making process of students. In form four the students are faced with the tasks of career decision. In this class students will have to make choices about their imminent future – A review to major theories relating to career determination will be undertaken. 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 fall under this age bracket. The target population for this study will be the form four students from different government sponsored secondary school in Kiambu district and will be given questionnaires designed to probe students on the factors to consideration in decision making on career choice. A four-point likert scale will be used to assess these factors as they relate to students. Respondents will be asked to indicate the level of importance of the # of statements describing potential influences within their decision making process. The information gained from the questionnaires will be analyzed as tabled. The data will then be presented in graphs and charts. Comparative analysis on data collected will be done based on gender to establish the difference in anchored on development theories of career choice. These include Lent, Bronx and Hackett's social cognitive career theory (1987) Super's Theory of vocational choice (1954), Holland's career Typology (1959) and lent, Brown and Hackett's social cognitive career Theory (1987). Descriptive-qualitative approach will be taken in the analysis of the data. This study intends to be a resourceful reference material to guidance and counseling department of secondary schools in Kenya parents and students who have to make decisions on their future career.

CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND TO THE PROBLEM

According to Schwartz and Neiwok (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 parent's education career trends and opportunities were important influences on career selections. 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 may influence the decisions that the form make when choosing career. Accordingly, the purpose of this descriptive study will be to determine the specific factors, which influence students in Kiamba District to choose a career.

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 factors influencing the choice of career among Kenyan form four students.

There is little information available indicating that studies have not been conducted to determine factors influencing career decisions among public secondary schools students in Kenya and particularly in Kiamba District. In fact, a few studies have been conducted in specialized areas such as medicine.

Korrniewicz (2002), and other health professions such as respiratory health Mishoe, Valeri and Bereidge (1993), and social work Csikai and Rozersky (1997). Therefore,

there is a wide gap in knowledge on this topic in the local field as most of the studies reviewed are foreign.

The array of individuals high school students' experience relating to career information and career choice have a significant influence on positive development of young lives and their future. This is in turn reflected in the overall development of the country.

Kiambu District is found in central province about 10kilometers from Nairobi city and it has inhabitants from all tribes in Kenya and hence representative for the purpose of their study.

In Kenya, many of the government schools are found in the rural areas. Therefore, the required data will be easily available in Kiambu District. The purpose of this study is to establish the factors that influence career choice among the form four students. In addition these studies will also compare the influence on boys and on girls in form four.

1.2 STATEMENT OF THE PROBLEM

Despite the fact that the government of Kenya has played a great role in ensuring that student choose right careers by organizing symposium where learners get sensitized about career choices, learners have failed to choose good careers. This has been attributed to several factors such as 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 on cultural, peers and spiritual factors etc. Each of these factors has an influence on an individual and contributes to the final decision that a person makes regarding the future career. Thus the urgency of the study and find solutions to the above mentioned factors.

1.3 *PURPOSE OF THE STUDY*

The general aim of the study was to establish the factors influencing decision making in career choice in students in secondary schools and clearly understand how this factors can influence them in making the right decision to their lives in future.

1.4. *OBJECTIVES OF THE STUDY*

The specific objectives of the study were to:

  i. Find out the causes of wrong career choice?
 ii. Establish the relationship between factors influencing career choice in boys girls
iii. Find out the influence of technology on career choice?

1.5 RESEARCH QUESTIONS

1. What are the causes of wrong career choice?
2. What is the relationship between factors influencing career choice in boys and girls?
3. What is the relationship between technology of the World Wide Web computer information and career choices?

1.7 SIGNIFICANCE OF THE STUDY

i). The study on factors influencing career choices among form four students will be significant to educators and guidance counselors to understand more fully the background variables and problems faced by students as they choose their careers to create better curriculum and career opportunity programs in order for students to overcome the inequalities brought about stereo types or other factors discussed.

ii). 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 then as well as those influencing boys. The results of this research will also contribute substantially to the body of reference literature in this field.

1.8 SCOPE OF STUDY

Decision making on career is made in many other levels and not only at form four classes. This may be as a result of the education system pursued by an individual. However, the proposed study will limit itself to the 8.4.4 system of education. In this system the students take a National exam that is used as a reference point in admitting the students in the universities and tertiary college. The students are however allowed to make a choice on the future career. Therefore, it will be beyond the scope of this study to involve the students under international curriculum like I.G.C.S.E. The purpose of this study is to establish the factors influencing the students in Kenyan secondary schools in career choice. It will be beyond this study to prescribe a guideline to students on career choice. The students to be sampled will be mainly from government secondary schools. This was mainly to ensure that the data collected was from students 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 schools which are run by individuals or companies and services are dependent on the management of such schools.

The study will take place in Kenya at kiambu district and it will be among the form four students in selected secondary school. It was seen best to use the form four students because they are the ones who are to face the choice of careers to undertake after their final examination which will determine their future.

CHAPTER TWO

2.0 LITERATURE REVIEW AND THEORETICAL FRAMEWORK

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.

2:1. Literature review

Muller (1987) in his study career choice: Drift, Desire or Decision factors influencing career choice of year 12 students in A.C.T probed students' self awareness in relation to study habits coping abilities as well as a description of some of their personal qualities related to school life, subject interest and career benefits derived 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 blend of science and expressive art career where a group of students with creative ideas or leadership aspirations, an interest in cultural; and physical science subjects and 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 career.

Duod (2003), "Factors influencing career choice 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 education institution.

Doud's study was also a comparative study between factors influencing Native American and Caucasian American High School students. This proposed study seeks to investigate the factors influencing the choice of career by form four students in Kenya and specifically in Kiamba District and comparisons will be made based on gender only.

Dikici et al (2007), Baboolal and Hutchinson (2007), Frederick et al (2003) focused on factors affecting students of various levels in their choice of career especially in medical fields while Lang (2007), focused on factors that shape students decision making related to information technology study and career choices. These studies are important to the proposed studies in that they all focuses on establishing factors that influence student decision making in regard to career.

2.2THEORATICAL REVIEW

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.

Parson's core concept was that of 'Matching'. He suggested that occupational choice occurs when people have achieved; first an accurate understanding of their individual traits for example personal abilities, attitudes, interests and others. Secondly knowledge of jobs and the labor market and third, made a rational and objective judgment about the relationship between these two groups of traits.

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 choice 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 interest, 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 Axelrad and Herma (1951) if not a life time.

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 top 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 electric approach.

DEVELOPMENTAL THEORIES OF CAREER CHOICE

These approaches maintain that career choice is a function of the total personality with in a developmental framework and are viewed as a process instead of an act. Occupational choice is not restricted to a certain period if 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 situation.

Ginzberg, 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" (Pg 185). According to Ginzberg, Alelrad and Herma theory (1951), career choice is influenced by four facts the reality factor, the influence of the

educational process, the emotional and individual values this theory proposes that it is a development path that leads to career choice.

From preteen to 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 from 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 arbitrary 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 behavior that is relevant to the occupations. As the child begins to role-play these occupations, the family responds with attitudes toward both the behavior and the occupations (Hadley and **Levy** 1962).

In addition, the child hears his behavior and performance compared to other children. The family thus plays an important role in influencing the child during fantasy period (Super 1969).

The realistic stage, spanning from mid- adolescent 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 pursue 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 developmental stages. These six stages are;

1. The crystallization stage   age 14-18
2. Specification stage   age 18-21
3. Implementation stage   age 21-24
4. The stabilization stage   age 24-35
5. Consolidation stage   age 35
6. Readiness for retirement age 55

One of super's greatest contributions to career choice 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 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 color and the poor. With the changing work force, and nature of work the theory has been into question.

Holland's career Typology

Holland's (1966) approach to career development and counseling has become so popular that all other personality approaches to career choice have been overshadowed. His basic premises were that an individual '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, Social, Enterprising and Conventional.
3. People search for environments that will let them exercise their skills and abilities, expresses their attitudes and values and take on agreeable problems and roles.
4. Behavior

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 refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments. Bandura (1997). 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) in all aspects of the functioning of an individual.

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 (1996), 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 "inn this world depends entirely on what we back ourselves to be and do". James cited in Pajares (2002).

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 and changed by external influences such as education, parental influence and peer groups.

The foundations for self efficacy are laid in childhood both 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.

Differences occur between individuals in the areas, skills and 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 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 livelihood of quitting and that students are more resilient to keep attempting a particular problem, skills 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 o engage in a task when they expect to fail. While this study recognizes the importance of ability, they

emphasize 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 experiences, verbal social persuasions and psychological states Parajes (2002) Mastery refers to the attainment of a high level of ability in a skill or task that is considered worthwhile (it has weight or value) Vicarious experience refers to the influence of peer groups on the development of self-perceptions of competence Bandura (1997). The third source of development involves observing and integrating information from a variety of sources labeled 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 psychological state of an individual, their ability to perform under **duress** Pajares (2002) self-efficacy can influence the amount of stress student may feel when beginning a challenging activity with feelings of calmness, nervousness hesitance or fear resulting in a psychological response.

These four sources are self 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, social-cultural experiences or circumstances with no major cause.

2.3. REVIEW OF RELATED LITERATURE

2.3.1. Factors influencing career choices

Peer group influences on self-efficacy.

Peers are a potent force in the development of self-efficacy beliefs. While parents are the major sources of encouragement and feed back in younger children as children more noticeable. A vast amount of social learning occurs among peers. Selective peer association will promote self-efficacy in direction of mutual interests.

The social influences are undoubtedly bi-directions (Bandura 1997). 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 or greater importance to adolescent females than males.

In a study that investigated the "Possible selves" of a adolescents Knox, Funk, Elliot and Greene (2000) concluded that girls most feared "possible selves" concerned relationship functioning and boys most feared "possible selves" related to occupations also girls had more feared possible selves in total than boys concluding that girls are generally more fearful (Knox et al 2000) which could be generated to indicate they are les likely to take risks.

The role of peer influence in the development of self efficacy in relation toi the proposed study on career choice is fundamental.

Feminist Approaches

Feminist approaches have provided several theoretical framework analyzing the phenomenon of women's under representation, frameworks includes eco-feminism, liberal feminism, social shaping feminist views and a post structualist approach (Henwood 1998). Eco-feminism views women as essentially closes 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 IT (Stanworth 2000).

Feminist theory leads logically to questioning the origin of stereotypical gender roles and how these gender stereo types impact women's occupational choices and career development. Gender is not only a psychological differential; but also a social dynamic (Hayes and Flanncry 2000) related to varying degrees of status and power.

Lang (1007) argued that of all the elements which shape people's conceptions of gender roles affecting women's career choice education that is public education family education and media play the most important role.

According to Catherine Lang (2007) there are other factors that may come into play when on career. They include;

Lack of self confidence

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

Fear or anxiety

A little anxiety can help you stay on your toes, but too much anxiety will wear you down leaving you more susceptible to be a powerful factor in career choice since it helps student identify with a sub-culture. For example the effect of a popular film and a television character portraying female veterinarians, lawyer and doctors with equal status and power to their male counterparts appear to have had an influence on the career choice of young women.

Media influence

The media influence is assumed to be a powerful factor in career choice since it helps students to identify with a sub-culture. For example the effect of a popular film and a television character portraying female veterinarians, lawyer and doctors with equal status and power to their male counterparts appear to have had an influence on the career choice of young women (Stewart Millar 1998).

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 you. Career choice and your desire to please or your need for your 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 not to decide.

Societal perception

In some society there are those jobs which are believed to be for males and those that are for females.
In most cases people tend to choose careers according to what the society believes in so as to fit in the society. Thus the societies decide on what career one is to specialize on.

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 choice made by students to enter career paths is central to the decision-making processes.

The foundations of self efficacy development in the family are affected by educational experiences as well as peer group influences. The interplay itself efficacy development, the importance of cultural capital, the gendered nature of peer influence in adolescent and

the gender differences in success attribution are all important aspects of career decision making.

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 boys will follow. This is developed through socialization, dependent on cultural and social capital with in the family unit, educational experiences and interaction with peers, genders and the habitués of an individual.

Career decision making literature indicates that the 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 entity to tertiary education. In determining what factors influence students choice, this study will identify the broad array of factors and some of the casual mechanisms that influences student's consideration of post secondary career options, including an evaluation of economic and sociological characteristics in the Kenyan education environment.

CHAPTER THREE

3.0 METHODOLOGY

This section deals with the methodology that will be used in this intended study. It entails the research designs, study population, sample size and sampling procedure, sources of data, instruments of data collection, data collection procedure and methods of data analysis.

3.1 RESEARCH DESIGNS

This approach that is used in this study is descriptive qualitative approach. It describes the factors that influence the choice of career among form four students. Later a comparison will be made on the factors that influence the male and female students to establish if there are differences among them.

3.2 STUDY POPULATION

A population size of 300 students was used in this study at the ratio of 1.1 representations in gender. The size of sampled is thought to be large enough and representative enough to enable reliable and valid conclusions to be drawn.

Secondly this size of the population is considered to give sufficient data for the investigation of the type of factor that influences students in career choice. In addition, several successful studies have investigated related cases and have adopted similar population size. These studies include; Education and women's career choice by Hong Zhu (2006), factors affecting medical student's career choices of psychiatry from 1999 to 2001 by Sierles F (2003), factors influencing career choices of Natural American and Caucasian America. High school studies by Doud C. (2003).

3.3 SIZE AND SAMPLING PROCEDURE

A stratified sampling technique was employed in order to achieve an equal representation in terms of gender. In this case the schools in Kiambu District are listed in the groups. The first group is made up of Boy's secondary schools alone and the second made up of the girl's secondary schools in Kiambu District.

3.4 INSTRUMENTS OF DATA COLLECTION

Questionnaires are used as the main instrument of data collection. Thirty two variables are included in the survey instruments which have the potential to influence a student's decision to choose a career. Two students are required to circle the preferred answer on the questionnaires. The students are not to be required to write their names or personal identification details so that they can respond to the questions without fear or reprisal or embarrassment. Questions are based on a five points likert scale with 1 representing Not very influential (NVI), 2 representing somewhat influential (S1) 3 representing influential (1), 4 representing 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 are asked to indicate the level of importance of a number of statements describing potential influence within decision making process. Demographic information is also requested that is age and gender.

CHAPTER FOUR

4.0 Data presentation, analysis and interpretation

The data collected is organized in tables and percentages calculated. Data on persons influencing the decision making on career choice in all the students is recorded as shown in tables.

Table 1: Shows the percentage of factors influencing career choice

Persons	NVI	SI	I	VI	NA
Fathers					
Mothers					
Family friend					
Relatives (aunts, uncles, cousins)					
Classmates/peer					
Teacher					
Guidance counselor					
Successful adult professional					
Girl/boy friend					

TABLE 2: Shows percentage of the relationship between factors influencing career choices of boys and girls.

Persons	NVI	SI	I	VI	NA
Fathers					
Mothers					
Family friend					
Relatives (aunts, uncles, cousins)					
Classmates/peer					
Teacher					
Guidance counselor					
Successful adult professional					
Girl/boy friend					

TABLE 3: Shows percentage of girls indicating degree of importance of persons having potential influence on decisions to career choice.

Persons	NVI	SI	I	VI	NA
Fathers					
Mothers					
Family friend					
Relatives (aunts, uncles, cousins)					
Classmates/peer					
Teacher					
Guidance counselor					
Successful adult professional					
Girl/boy friend					

Comparisons on the persons influencing decision making on career choices of the form four students is made and presented in chart and graphs.

Data on events which influence the decision making on career choice in all students is recorded separately as shown in table 4.

TABLE 4: Shows percentage of all students indicating degree of importance of events having potential influence on decisions in career choice.

Events	NVII	SI	I	VI	NA
High school career workshop					
Trip to industries/companies					
Trip to universities					
Trip to military base					
Trip to vocational school					
Trip to future jobsite					

CHAPTER FIVE

5.0 DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter was concerned with the discussion of the findings, conclusions and recommendation.

5:1.1 DISCUSSIONS OF FINDINGS

On the factors of influencing decision making in career choice in the selected secondary schools in Kiambu District, the research found out that;-
The financial status of an individual was also noted as other factor influencing decision making in career choice. The finance of an individual causes one to take up a particular career. One may want to take up engineering or a medical course and may not have enough money so settles for a low cost course.

The personality of an individual; there are those that are extrovert who are lively and
Confident people who enjoy being with other people. They mainly choose courses that are outgoing and those that will help them interact with others while introvert are quite
People who are more interested in their own thoughts and feelings than spending time with others thus they also choose careers that will help them keep to themselves.
An individual ability that is what one is capable of doing. There are those that are good in sciences like physics, mathematics and biology and those that are good in arts like English, fine art, history thus they tend to choose careers according to their abilities.

There are also those who choose careers according to the pay or salary that they are going to get at the end so their main aim is to here a higher and quicker salary.

5:1.2 Conclusions

The researcher made a conclusion after the findings, analysis and interpretation of the data. The researcher concludes that career choice is a very important part in the teaching and learning process.

Form four students should be guided on the way forward towards the best and favorable career to take up in life and that which will benefit them individually and also serve the community at large.

The community at large that is the parents, friends. Teachers and students themselves have a part to play in choosing the right career in life.

5:1.3 RECOMMENDATIONS

The recommendations were made after the findings, analysis and interpretations of the data. The following are the recommendations put forward by the researcher in an attempt to address the factors influencing career choice in secondary schools in Kiambu district.

Guidance and counseling towards the best career a particular student should take up according to each educational abilities. Guidance and counseling may be done by parents, teachers, professional people that may have a positive influence to the students.
The government also should play a role in helping ij funding of those students that may not afford certain careers of their choice.

There can also be public and private sectors of education where students can undertake their desired careers.

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APPENDIX A

QUESTIONNAIRE

I Mungai Lillian Njambi a student o Kampala International University pursuing a Bachelors of Arts with Education kindly request you to answer these questions in utmost faith that would really help me successfully finish my course as a partial fulfillment of the award of Bachelors of Arts with Education (BAE). I therefore affirm that this information is purely too the academic purpose.

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.

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

1 = NVI – Not very important

2 = SI – Somewhat influential

3 = I – Influential

4 = VI – Very Influential

5= NA – Not Applicable

(INSTRUCTIONS)

PART I. BACKGROUND INFORMATION

Please Tick the correct option

1. What is your Gender

   a) Male ☐

   b) Female ☐

2. How old are you?

   a) 13-14 ☐

   b) 15-16 ☐

c) 17-19 ☐

d) 20-24 ☐

e) 25-above ☐

3. What career do you choose to take in future?

a) ....

b) ....

c) ....

PART 2

Choose whether the following factors are;

Not influential

Influential

Very influential

Not influential

1] Factors influencing career choice

A] Media

B] Parents

C] Peer pressure

D] Financial status

Part 3

2] Relationship between factors influencing boys and girls in career choice.

A] Religion

B] Parents

C] Educational level

D] Society

Part 4

3The influence of information technology on career choice

[Tick the appropriate]

A] Not very influential

B] Influential

C] Not influential

D] Very influential

END
THANK YOU