

**FACTORS INFLUENCING STUDENTS' CAREER ASPIRATIONS IN PUBLIC
SECONDARY SCHOOLS IN KAJIADO COUNTY, NGONG SUB-COUNTY**

BY

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NAIROBI-KENYA

MARCH, 2019

DECLARATION AND RECOMMENDATION

DECLARATION

I hereby declare that this thesis is my original work and that it has not been presented for an award of a degree in any other university.

Sign.....

Date:

LAWRENCE WONIPOKUEH DOE

B.Ed/441/15/16

RECOMMENDATION

This thesis has been submitted for examination with my recommendation as university supervisor.

Supervisor

Sign:

Date:

JOHN PAUL WARAMBO

This research project has been approved by the Head of Department of Education.

Sign:.....

Date:

DR. SULEH EVERLYN

DEDICATION

I dedicate this work to the Most High God in thanksgiving for his power and energy which enabled me to complete it. To my parents Michael Mnah Doe and Lucy Nah Wannie; my grandmother Lucy Wleh Nagbe Jle, my elder sister Lawretta Tayonnoh Doe and the Marist Brothers of the Schools for their moral, financial, spiritual and emotional supports.

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ACRONYMS AND ABBREVIATIONS

ECEF: Enterprise and Career Foundation

IFAD: International Fund for Agricultural Development.

MIUC: Marist International University College

NGO: Non-Governmental Organization

SPSS: Statistical Package for Social Sciences

ABSTRACT

The purpose of this study was to investigate the factors influencing students' career aspirations in public secondary schools in Ngong Sub-County. The study sought to answer the following research objectives: to investigate parental influence on students' career aspirations, to determine how peer influence affects students' career aspirations, to establish the extent at which gender influence career aspirations and to find out how the job market influence students' career aspirations. The study used a descriptive design. The target population included students and teachers from three selected secondary schools in Ngong Sub-County. The sample comprised of 85 students and 14 teachers. Questionnaires were used for both students and teachers in order to obtain the information needed. The collected data was organized and analyzed using frequencies and percentages with the help of SPSS which is presented in chapter four. The findings indicated that 95.3% of parents do not want their children to become just housewife or husband, but to have good and brighter future. The study showed that 94% of parents do encourage their children on their career choices. The study also showed that peer influence, gender and job market do influence students' career aspirations in many other ways.

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CHAPTER ONE

INTRODUCTION

1.1 Background of Study

Career plays an essential and vital role in the life of an individual. It does not only create the pattern of income, but it also affects the life and personality of the individual. It is a desire pursuit, life work or success in one's vocation; and it is the series of major position engaged by a person throughout his lifetime.

According to Silvia (2001), aspirations refer to an individual's expressed career related goals or intentions and it also include motivational components which are not present in mere interests. The career aspirations of adolescents have been viewed as significant determinants of both short term educational and long-term career choices. In a nutshell, career is the totality of work one does in his life time and is person center. Career is therefore a positive thing for one to think as far as possible as it is permanent.

Domenico and Jones (2007) report that Career aspirations represent a learner's orientation towards particular job-related goals can be influenced by gender, socio economic status and family support. During teenage years, aspirations are of vital importance because they allow young people to evaluate the degree to which various choices help or deter their chances of attaining their desired goals. It is said that there are particular jobs met for men and not for women. However, giving students the opportunity and providing them with the necessary tools and knowledge to logically plan for their futures is a primary goal of education. Although young people have high ambitions, expecting to be well educated and have professional careers, many do not develop coherent plans in order to achieve such goals (Schneider and Stevenson, 2009).

According to the Snyder (2001) almost two-thirds of high school graduates in the United States enter post-secondary education straightly after high school; and more than one-third of them leave within two years without earning any degree. This explains the importance of career aspirations for the secondary school learners.

In adolescence, career preparation is an important precursor for successful career development across the life span and is closely related to adolescence adjustment and well-being (Skorikov, 2007). It is necessary then for an adolescent to be well prepared in order to face the challenges of life. Choosing one's career in life can be of great importance but with the guidance of one's parents, career or school counselors, school teachers as well as career role models. Developing a vocational identity is a central developmental task during adolescence.

Career choice is a complex decision for students since it determines the kind of profession that they intend to pursue in life. As students try to make career choice while in secondary school, they face problem of matching their career choices with their abilities and school performance. In Kenya for instance, every year form four students make career choices before sitting for their final examination that is Kenya Certificate of Secondary Education Examinations (KCSE). However, studies indicate that most students enter into careers that are totally different from the ones they chose while in secondary.

1.2 Statement of the problem

Career plays an essential role in the life of an individual. It does not only establish the pattern of income but it also affects the life and personality of the individual. It is a desire pursuit, life work or success in one's vocation; and it is the series of major position engaged by a person throughout his lifetime. Career is the totality of work one does in his or her life time and is

person center. Career is therefore a positive thing for one to think as far as possible as it is permanent.

Many studies have been conducted over the years on career choice and career aspirations. For instance, Mahlangu (2011), carried out a study on Career Aspirations and Career Development Barriers of Adolescents in Kisumu Municipality, Kenya. The purpose of his study was to explore gender differences in adolescents' career aspirations and career development barriers among secondary school students in Kisumu municipality, Kenya. The major findings of his study show that there are certain careers that are preferred by both males and females, for example, investigative and enterprising career types. However, the realistic career type was mostly chosen by males while the social career type was mostly chosen by females. Academic qualifications and lack of financial resources were found to be the major barriers that prevented the students from aspiring for their dream careers. Males expressed lack of financial resources as the major barrier while females considered academic qualifications as their main barrier to their career development.

Mesa (2013) conducted a study on the factors influencing career aspirations among girls in public secondary schools in Nyamira North District. She found out that education of girls in secondary school's access plays a role in equipping them with relevant skills, knowledge and values to enable them participate in national and global development. She also noted that girls need to be enabled towards establishing careers which match their abilities. In Kenya's educational setting, it is notable that a majority of girls are unaware of training opportunities and requirements at various levels of post-secondary schools' education. This is worse for the rural schools which have constrained access to career sources such as trained teachers, published articles, media, and NGOs partners.

Kamla-Raj (2012) Carried out a study on the factors influencing student's career choice and aspirations in South Africa. In his study, he found that the family; the ability of the learner self to identify his or her preferred career choice; and teachers were significant factors that influence the career choice and aspirations of students.

Various studies conducted globally have succeeded in looking into various areas of career choices and aspirations; however, little has been done in Kajiado County. Therefore, creating a gap for this study targeting Ngong Sub-county, Kajiado County.

1.3 Research Objectives

This study will be guided by the following objectives:

1. To investigate parental influence on students' career aspirations
2. To determine how peer influence affects students' career aspirations
3. To establish the extend at which gender influence career aspirations
4. To find out how the job market influence students' career aspirations.

1.4. Significance of the study

This study will be useful to the learners, teachers, parents and to an extend the ministry of education. The findings will help the teachers and educators to understand the factors that influence students' career aspirations in secondary schools. It will also help teachers to better orientate their learners so that they aspired for the appropriate career that will best suit their personality as well as their performance.

It will also provide learners with the knowledge and understanding on the factors to consider when aspiring for a particular career. Lastly, the study may help the Ministry of Education to design or formulate effective strategies that will provide an avenue to teachers the best possible ways to inspire learners as far as career aspirations is concern.

1.5 Scope and Delimitation of the Study

The study was descriptive in nature and focused on factors influencing students' career aspirations in secondary schools. However, this research study is limited to public secondary schools in Ngong Sub-County, Kajiado County.

1.6 Limitations of the study

The study was limited to only three public secondary schools in Ngong Sub-County. The research was limited to three public secondary schools due to insufficient time and inadequate finance.

1.7 Conceptual framework

The conceptual framework shows how students' career aspirations can be influenced by various factors within their learning environment and as well as the society in which they live. The researcher sought to understand how the following factors influence students' career aspirations; parental influence, peer influence, gender and job market. In addition to the above-mentioned factors, the researcher sought to find out from students if their career aspirations are only influenced by these factors or if there are other factors as well. This was necessary because there are many other factors which influence students' career aspirations.

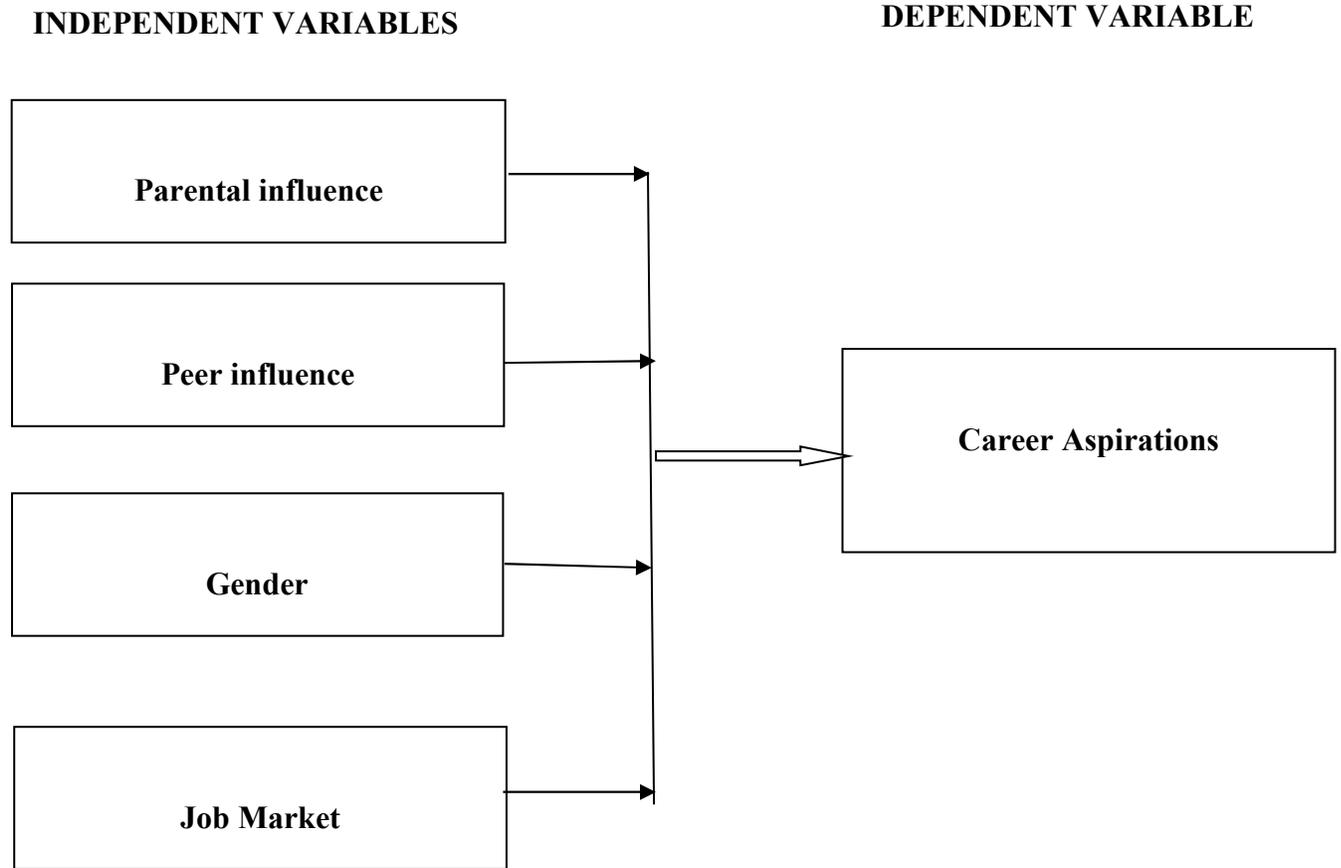


Figure 1: Conceptual Framework

Source: Author 2019

1.8 Operational Definition of Terms

Career: is a chosen pursuit or course of business activity or enterprise, especially one's professional life or employment that offers advancement and honor.

Aspirations: is a career related goals or intentions and also include motivational components which are not present in mere interests.

Influence: is the power to have an important effect on someone or something.

School: The school is a place where children need to be educated.

1.9 Organization of the Study

This study was organized in five chapters: Chapter one dealt with the background of the problem, statement of the problem, research objectives, and significance of the study. It also covered the scope and delimitation of the study, limitation of the study, organization of the study and operational definition of key terms. Chapter two comprised of related literature review of recent studies on the factors influencing students' career aspirations in secondary schools. Chapter three consisted of the research design, study location, target population, sample and sampling procedures, description of data collection instruments, data collection procedures and data analysis procedures. Chapter four described the research findings, the interpretations, analysis and discussions of the findings. It is presented using tables and chats. Finally, chapter five contain the summary, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is concerned with related literature review on the factors influencing students' career aspirations in secondary schools. Some of these factors include: parental influence, peer influence, job market, gender etc.

2.2 Factors Influencing Students' Career Aspirations

There are many factors which influence students' career aspirations. These include; parental influence, peer influence, gender and job market.

2.2.1 Parental Influence

Parents have the utmost influence over their children's career decisions and aspirations. They have the best knowledge of their children's interests and abilities and also have the strongest interest in their well-being and success. The parents spend half a great deal of time with their children and can help them to develop a variety of career considerations and aspirations. They also serve as the first role models as well as teachers to their children. Therefore, parents can instill a positive view of all kinds of work and career planning. However, one of the most valuable things parents can do to help a student with career aspirations and planning is to listen and provide the social environment that the children can first interact with (Teklemariam 2010).

Salami (2006) argued that the number of contact hours between parents and their children is important for the academic success of children. When children see their parents occasionally, it enables them to profit from their skills and knowledge. This is because

children or students learn by doing and observing. At the early childhood stages, children frequently want to look up to someone as they find it difficult to make their own decisions and they would want to imitate their older ones. Therefore, parents have enormous impact on the lives of their children as well as their decisions and how the children will interweave them in the future.

In conformity with this, Teklemariam (2010) says that the two most influential agents for children are the home and the school environment as they provide children with instruction and support to meet major development demands.

George (2011) carried out a research on the factors influencing subject choices among secondary school students in Kaganjo division in Kiambu County. The results of his study confirmed that parents do have a high influence on their children's career decisions and aspirations.

It has been argued that a good number of studies have been consistent and suggest that adolescents' own aspirations are influenced by their parents' aspirations or expectations for them. This is to say that when adolescents recognize that their parents have high educational expectations for them; adolescents are more likely to have higher aspirations for themselves.

Parents are the most influential figures with whom, whether purposely or accidentally, children become aware of and get description to occupations or career chances and implied expectations. In a comparable way, other studies suggest that children are influenced in their career choice and aspirations by socio-demographic factors and these factors include family, school and peers (Kniveton 2004; Salami 2006).

In his study, Salami (2006) found that family involvement is the most significant predictor of career choice in gender-dominated occupations. Similarly, Kniveton (2004)

established that the family provides information and guidance directly or indirectly and influences young people's career choice.

Finally, Small and McClean (2002) asserted that parents offer appropriate support for certain occupational choices which tend to follow their own.

It can therefore be concluded from the above studies that parents do have a lot of influence on their children when it comes to their career choice and aspirations.

2.2.2 Peer Influence

In the midst of the many common people who provide learners with suggestions and feedbacks on what they should reflect on and how they should conduct themselves while at school are peers who frequently function in groups.

A peer group is a small group of similar age; practically close friends who share the same activities. Universally, peer groups or cliques have two to twelve members, with an average of five or six. They provide a sense of security and they help each other to build a sense of identity. Peer groups are therefore among the most influential social forces affecting adolescent behavior; from ordinary decisions concerning clothing, hairstyle, music and entertainment, to more important decisions concerning short- and long-term education plans (Castrogiovanni, 2002). They can influence one another positively as well as negatively.

According to Sebald (1992) as cited by Arnold and Saraladevi, (2017) argues that the development of a child is initially the outcome of a family; however, the peer overtakes the socialization process with the selection and adaptation of lifestyle, appearance, social activities and academics among others.

In the same light, he notes that peer and friends are pivotal and dramatic in shaping individual's perceptions, attitudes and ideas to understand the outside world as well as decisions in future lives (Sebald 1992).

Peers have a lot of influence on each other while in secondary school. The findings of his study revealed that 70% of the respondents (140 students) agreed that they had to choose Geography because their colleagues also chose it, 30% (60 students) however were not of the opinion that they were influence by friends (Akintade 2012). It is an indication that majority of them were influenced by their friends in the selection of subjects.

In the same line, George (2001) was attracted in knowing if peers actually have an influence on one another. His findings showed that 40% of the learners were of the opinion that their decision to choose certain subjects was as the results of their peers, 26% of them agreed that it was due to the high influence of their peers and only 34% of them did not agree to that opinion.

Stuart (2000) in his study found out that peers' attitudes toward gender and society may increase or decrease a person's confidence in pursuing a career. Adolescents are easily influenced by their peers because they rely on their friends to provide validation of the choices that they make including career decisions.

From the above studies and many other studies, it is evident that peers do influence one another in so many ways in schools especially when it comes to career choice. However, it is important to note that the extent to which they influence one another varies over time according to the groups.

2.2.3 Gender

According to the (IFAD 2000) “Gender is about men and women. Men and women are not the same, they are not equal nor will they ever be, due to the physical and biological conditions. Gender, however, does not refer to the 11 biological differences but to the social and cultural structure that defines what it is to be a “man” and what it means to be a “woman” in a given society and cultural setting”.

Nauen (2017) argued that gender may affect what you expect to get out of your career. Men and women are likely to hold extensively different views on what level of job and annual salary they will reach during their lifetime. Gender influences a wide range of career-related attitudes, behaviors, and outcomes. This includes career choice, career experiences, occupational health, work attitudes, other people’s perceptions, and career outcomes. Therefore, to understand individuals’ careers, it is important to consider gender.

Gottfredson (2005) highlighted that adolescents begin to do away with occupational choices based on sex types and esteem level. Female students for example might avoid choosing occupations that are commonly seeing as too masculine e.g. a career as a miner and also might consider eliminating choices that are perceived as low social prestige status; a career as a housemaid. Krakauer and Chen (2003) showed that females have different career patterns than males and females have been found to have higher scores on career commitment than males.

In the same direction (Nauen 2017) outlined that Men and women hold varying views in their career choices, and many factors add to these differences, take for instance experiences of Socialization, which refer to the lifetime social learning experiences that people have when interacting with others. Parents, siblings, teachers, school guidance counselors, other adult role

models, peers, the media, and many other sources greatly influence how individuals view themselves based on their gender.

Ford (2011) agrees with Nauen when he says that from early age, parents tend to treat boys and girls in a different manner and encourage children to take on gender-appropriate play for instance boys play with trucks; girls play with dolls and extracurricular activities for example football for boys and dances for girls. Educators as well as other grown-up role models such as guidance counselors, extended family members, and family friends also act differently toward boys and girls and adhere to different opportunities for kids based on their gender. Boys are anticipated to be more rambunctious and physically active, while girls are expected to be more sensitive and sociable. Hence, people in children's social environments reinforce and send regular messages as to what is needed of them according to their gender (Ford 2011). However, parental role modeling also influences occupational preference and career choice, since children tend to identify most with their same-sex parents and working adults are also segregated occupationally to some extent. Maternal employment also relates to career choice. In particular, working mothers can facilitate their daughters' career aspirations by providing female models of career pursuits and by demonstrating how women can successfully integrate work and family roles.

Finally, Helvig (1998) as cited by Tinker, Tailor, Soldier and Sailor (2014) suggests that the role of significant adults, parents, teachers, counselors and many other personnel is to make larger children's options. The contemporary world of work is increasingly flexible, and the ideas of work, career and education must be considered in the context of the social and economic environment of brief and uncertain employment (ECEP 2001), rather than 'a job for life'. While

occupational separation may result from girls and boys adhering to their perceptions of gendered work roles, there are no essential elements of any job which make it out of place for either or both genders (Bergman 2005).

It is obvious from the above studies that gender plays an important role in student's career aspirations and career choices.

2.2.4 Job Market

Career growth, is an ongoing process for some people; they get engaged in different jobs through choosing amongst job opportunities available in the market. Every person undertaking the procedure of choosing opportunities subjective by many factors, context they live in, personal aptitudes, and educational skills (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001).

Super, Savicks, & Super, (1996) as cited by Afaq, Sharif and Ahmad (2017) noted that it is natural that people always try to forecast or direct sometimes the future which is uncertain, so as, students always try to plan their careers for a secure future where superior job important factor that might prejudice the career choices. A career plan would help students to feel contented in their job, which will directly lead to satisfaction. Preliminary career choice is an intellectual, developmental job that youngsters are projected to have accomplished by the end of their high school year. Wide range of difference was found when mature students were surveyed, as they were not influenced by the culture but by securing their future. It is also found that in middle class schools career choice counseling was not that important but in affluent schools counseling of making career choices was a norm.

Job availability, high remunerations, good working conditions, chances of further studies and other variables related to a particular career influence the student's choice as students like a career with an expectation of achieving some if not all of the aforementioned variables. Career

expectations are hopes that a student has or how his or her career will develop in terms of employment, promotion, and salary. Kiithyo and Petrina (2002), point out that a perception of job availability is another significant factor that influences student's career choice. The question "How available is it?" is frequently pose to teachers by students seeking career guidance. This is readily understood to mean, "How readily will I obtain a well-paying job after my studies?" the careers that are perceived to be available will be aggressively pursued, and those that are perceived not to be available will not be selected.

Students will only aspire for careers that they view are available and attainable (Masara, 2010). Most young people will aspire to a career that will bring a handsome salary and perquisites.

From the above studies by Masara (2010), and Kiithyo and Petrina (2002), it is generally established that students' career expectations influence the choice that they make. It may not be surprising that students will take up any subject so as to work in big companies who are often seen seeking for managers to fill a vacancy.

2.3 Summary of Reviewed Literature

This chapter attempted a survey of related literature pertaining to the research topic: Factors influencing students' career aspirations.

The chapter revealed that a good number of researches has been done on career choice and career aspirations. Kamla-Raj (2012), Carried out a study on the factors influencing student's career choice and aspirations in South Africa. Mahlangu (2011), carried out a study on Career Aspirations and Career Development Barriers of Adolescents in Kisumu Municipality, Kenya. Mesa (2013) conducted a study on the factors influencing career aspirations among girls in public secondary schools in Nyamira North District and many more.

Amidst these various studies, the literature review shows that a gap still exists between the aforementioned studies and the current study. Therefore, there is a need to investigate on factors influencing students' career aspirations in public secondary schools in Ngong Sub county Kajiado county.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter provides a description of the research design and methodology which the researcher used to achieve the objectives of the study. It includes the research design, target population, sampling procedures and size. It also includes the description of research instruments, data collection procedures, and data analysis and ethical considerations and interpretation.

3.2 Research Design

Kerlinger (2002) defines research design as “a plan, structure and strategy of investigation covered so as to meet the study objectives and to control the variances”. It holds the elements together showing how all the major parts of the research project work together to try to address the central research questions.

A survey design is a method used to describe people, their attitude and their beliefs. Survey researchers describe characteristics of respondent with the aim of building theories or generalization about the population they represent. It involves random selection of the subjects, getting their views and generalizing them to the entire population. It is also referred to as descriptive research design. It is appropriate for collecting information by interviewing or administering a questionnaire to a simple of individuals (Orodho, 2008). The study used descriptive research design.

3.3 Target Population

According to Singh & Nath (2007), population is the entire mass of observations, which is the parent group from which a sample is to be formed. Kombo and Tromp (2006) also defined

target population as a group of individuals, objects and items from which samples are taken for measurement. The target population for this study included form three and four students from three selected public secondary schools in Kajiado County, Ngong Sub-County.

3.4 Sample Size and Sample Procedure

Singh and Nath (2007) define sampling as the process of selecting the fractional part of the respondents. The selection of the individuals from the population should be in such a way that every individual has an equal chance of being selected into the sample population. Sampling Procedures is a process or technique of choosing a sub-group from a population to participate in the study; it is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they are selected. There are ten public secondary schools in Ngong Sub-County. However, the researcher sampled three out of the ten schools using simple random sampling method.

Creswell (2003) asserts that the entire population may not be easy to study. A researcher therefore has to draw a sample from the population. He defines a sample of 10% for larger homogeneous populations as representative, hence the researcher used 10% of the sampled population for form four and form three in the three schools to participate in this study. The students were sampled using random sampling method. Further, the researcher purposively sampled 5 teachers from each of the three schools.

Table 1: Sample Size

Respondents	Total Population	Sample Percentage	Sample Size
School A			
Form 3	166	10%	17
Form 4	152	10%	15
Teachers	22	10%	5
School B			
Form 3	147	10%	15
Form 4	120	10%	12
Teachers	18	10%	5
School C			
Form 3	170	10%	17
Form 4	113	10%	11
Teachers	24	10%	5
Total			102

3.5 Description of Research Instruments

Research instruments are the tools that the researcher uses to collect data. In order to achieve the stated objectives of the study, in this study, researcher used questionnaires. According to Kasomo (2007), a questionnaire is a carefully designed instrument for collecting data directly from people. The researcher used questionnaires because they are relatively easy to administer and cheap when compare to other forms or methods of collecting data. The researcher prepared two questionnaires; one for the students and the other for the teachers having both open and closed ended questions.

3.5.1 Questionnaire for Students

The questionnaire for students was divided into three sections. Section A was comprised of demographic information about the learners. Section B sought to find out from the learners the factors which influence their career aspirations and section C contained general information; it sought enquire from the learners their personal views about career aspirations.

3.5.2 Questionnaire for Teachers

The questionnaire for teachers sought to find out from them if they are aware of the factors which are influencing students' career aspirations. It was also divided into three sections. Section A comprised demographic information about the teachers, section B had sought to find out from the teachers their personal opinions on factors influencing students' career aspirations and section C was to find out from the teachers on how students can be help when it comes to career aspirations.

3.6 Data Collection Procedure

The researcher obtained a letter of recommendation from the Registrar of Marist International University College which the researcher used to facilitate the process of data

collection. The letter was presented to the principals of the various schools where the research was conducted. Once this was done, the researcher was granted the permission to collect data. However, the researcher could not administer the questionnaires himself. The questionnaires were left with the Principal and Deputy principals respectively.

3.7 Data Analysis Procedure

After collecting the questionnaire from the schools, the researcher categorized the responses according to the research questions. The researcher analyzed the data with the help of a statistical package known as Statistical Package for Social Sciences (SPSS). The collected data was analyzed using descriptive statistics with the help of frequencies and percentages. Tables and charts were used to represent the information from the questionnaire.

3.8 Validity of the Instruments

Validity explains how well the collected data covers the actual area of investigation (Ghauri & Gronhaug, 2005). Field (2005) support this definition by saying validity basically means “measure what is intended to be measured”. In collaboration with these definitions, the researcher sought assistance from research exerts, experienced supervisors, lecturers, and colleagues, to read and proofread. This was aimed to ensure that the research questions are in line with the research content, thus improving the validity of the instruments.

3.9 Ethical Considerations

This is an important part of the research for it deals with the morality of the research itself. Therefore, the researcher made sure that the names of the respondents are not and never be disclosed to anybody. Moreover, the purpose of the study was clearly explained to the respondents which made them to participate with ease. The researcher made sure that any idea

from the other authors has been cited and no plagiarism in the work, It's the researcher's own work.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter deals with data presentation, analysis, interpretation and discussion of the findings. The data was collected from the field through the use of questionnaires distributed to students and teachers from three selected schools in Ngong Sub-County. The information which the researcher obtained was examined and relevant information was extracted from them. This chapter is divided into three sections; the first section deals with respondent's demographic information; second section deals with factual information from the respondents and section three deals with respondent's opinion and perception.

4.2 Demographic Information of the Respondents (Students and Teachers)

Table 2: Questionnaires Return Rate

Respondents	Administered		Return	
	Frequency	Percentage	Frequency	Percentage
Students	87	85	85	86
Teachers	15	15	14	14
Total	102	100	99	100

Table 3: Gender of Students

Gender	Frequency	Percentage
Male	25	29
Female	60	71
Total	85	100

From the above table, 71% of the students were female while 29% were male. This shows that there were more female respondents than male. This is because two of the selected schools were mixed while one of them was a girl's school.

Table 3: Gender of Teachers

Gender	Frequency	Percentage
Male	5	36
Female	9	64
Total	14	100

Table 4: Shows that 36% of the teachers were male, while 64% were female. Indicates that there were more female respondents than male.

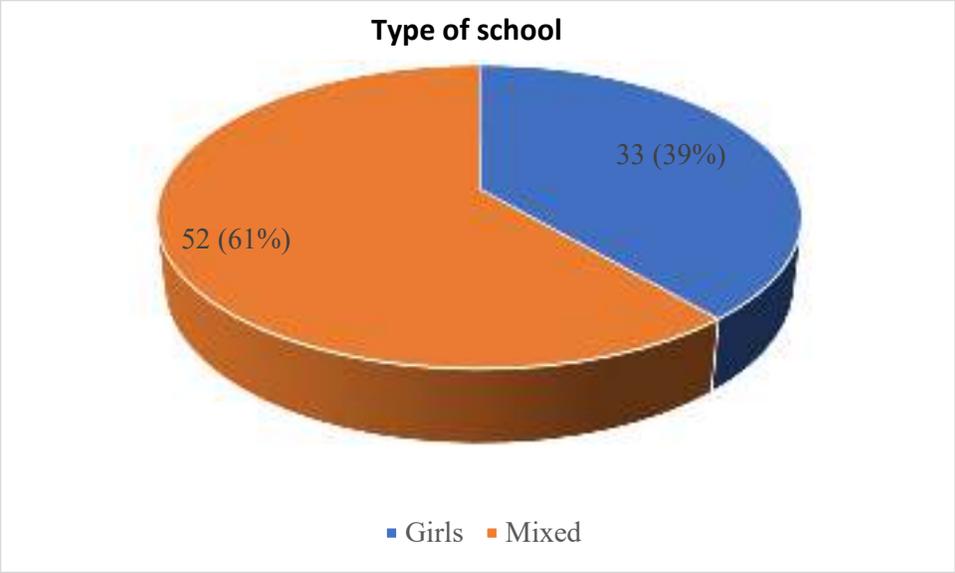


Figure 2: *Type of school*

The above figure shows 61% of the respondents were mixed school while 39% were a girls' school. Having a mixed respondent was of great importance to the study as it will show the clear view of the factors that affect both gender in career choice.

Table 4: Level of study of Students

Level of study	Frequency	percentage
Form 3	47	55
Form 4	38	45
Total	85	100

The above table shows that 55% of the respondents were form three students while 45% were form four students. Most of the students were form three, it's in this stage that student start focusing more on their career so added advantage to the study.

Table 5: Number of years taught at school

Number of Years Taught in School	Frequency	Percentage
0-3	00	00
4-6	4	29
7-9	00	00
10 and above	10	71
Total	14	100

The above table shows that 4 of the teachers (29%) had taught between 4-6 years while 10 (71%) had taught for 10 years and above. Most of the respondents had taught for a long period of time hence they have more information on factors affecting the students career choice.

Table 6: Academic Qualification of Teachers

Professional Qualification	Frequency	Percentage
Diploma	00	00
Bachelor	9	64
Masters	5	36
PHD	00	00
Total	14	100

The researcher also sought to know the academic qualification of teachers. This was done in order to find out if the teachers had adequate academic qualifications to help and guide students in their career decisions and choices. The above table shows that 9 of the teachers (64%) were Bachelor holders while 5 (36%) were Masters holders.

Table 7: Age of students

Age of students	Frequency	Percentage
13-15	2	2
16-18	79	93
19 and above	4	5
Total	85	100

The above table shows that 2 of the respondents (2%) were of the ages 13-15 years, 79 (93%) were of the ages 16-18 years, while 4 (5%) were 19 years and above. This indicates that the students are still very young and need lots of guidance especially when it comes to career.

Table 8: Day or Boarding Scholar

Type of school	Frequency	Percentage
Day	53	62.4
Boarding	32	37.6
Total	85	100

Table 9 shows that 62.4% of the respondents were day scholars while 37.6% (38%) were boarding scholars. This information is very important because it determines the extent to which students interact with their parents and peers. It shows that day scholars interact more with both their parents and peers while the boarding scholars interact more with peers than with parents.

4.3 Factors influencing students' career aspirations

4.3.1 Parental factors influencing students' career aspirations

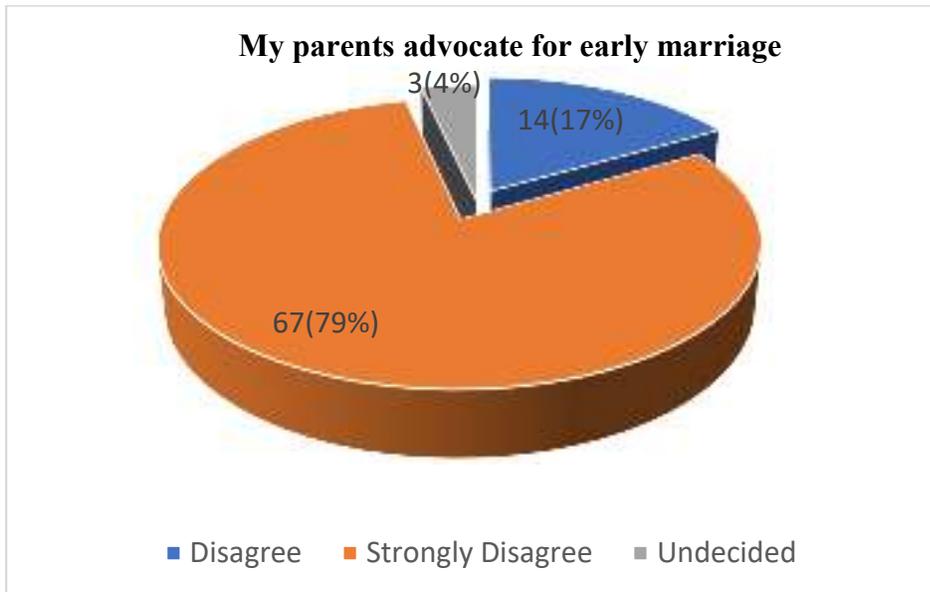


Figure 3:Early marriage

The study sought to find out the extent to which parents influence students' choice of career. Asked if their parents advocate early marriage for them, the above findings show that 79% of the respondents strongly disagreed that their parents advocate early marriage for them, 17% disagreed, while 4% were undecided. A total of 95.3% of the respondents disagreed that their parents encouraged early marriage for them. This shows that parents actually want the best out of their children order than just been thrown into early marriage.

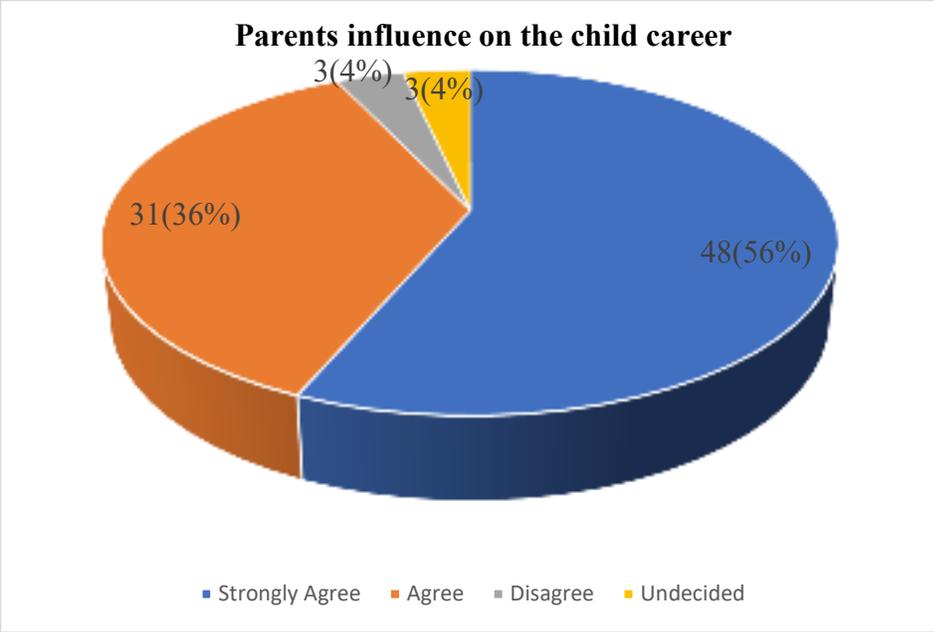


Figure 4: Parents influence on the child career

The above figure shows that 56% of the respondents strongly agreed that their parents do encourage them on their career choice and aspirations, 36% agreed, 4% disagreed while 4% were undecided. The total of 92% agreed to the fact that their parents actually do encourage them on their career choice. This shows that parents want the best out of their children hence encourage them on their careers. This is also in line with the findings of George (2011) that parents encourage their children on their career choice and have a great impact.

Table 9: Parent’s advice to take a career after them

My parents want me to take a career after them.f	%		%	
	Students		Teachers	
Strong Agree	3	3.6	1	7.1
Agree	3	3.6	3	21.4
Disagree	29	35	3	21.4
Strongly Disagree	44	53	6	43
Undecided	4	4.8	1	7.1
Total	83	100	14	100

The researcher sought to find out if parents and teachers want students to take same career as parents. The findings of table 10 show that 3 (3.6%) of the students strongly agreed, another 3 (3.6%) agreed, 29 (35%) disagreed, 44 (53%) strongly disagreed, 4 (4.8%) of the students were undecided, 7.1% of the teachers strongly agreed, 21.4% agreed, 43% strongly disagreed while 7.1% of the teachers were undecided.

This shows that 7.2% of the students and 28.5% of teachers agreed that students take up same career as their parents, 88% of the students and 64.4% of the teachers were in disagreement while 4.8% of students and 7.1% of teachers were undecided. Unlike the findings of Small and McClean (2002), this study shows that parents and teachers would actually want the best out of the children according to their abilities and interests order then taking up same career as parents.

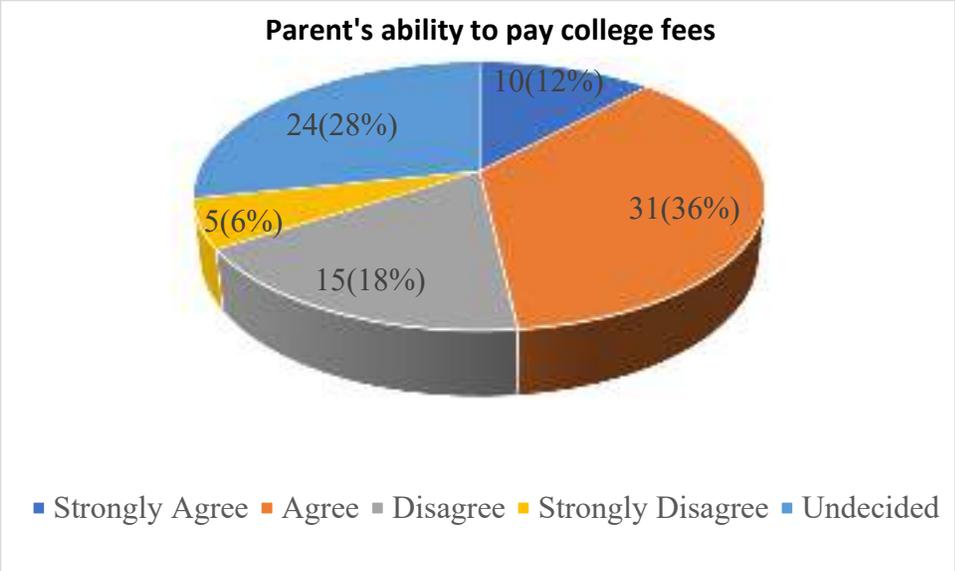


Figure 5: Parents’ ability to pay college fees

The findings of the above figure show that 12% of the respondents strongly agreed that their parents or guardians have the ability to pay their college fees after their high school studies, 36% agreed, 18% disagreed while 28% were undecided. Parents do not only encourage and influence their children but also have the ability to support them academically. This finding is in agreement with Small and McClean (2002) who says that parents do offer appropriate support and paying of college fees is one of those ways in which parents support their children.

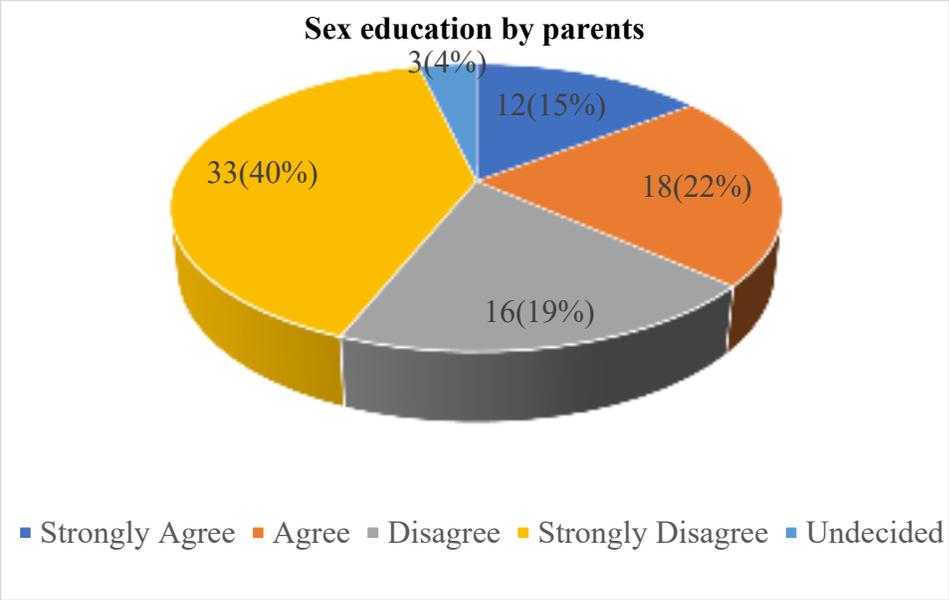


Figure 6: Sex education by parents

The study also sought to find out if students are given sex education by their parents, the findings of figure 5 above strongly show that children are not given sex education by their parents; 40% of the respondents strongly disagreed, 19% disagreed, 15% strongly agreed, 22% agreed while 4% of the respondents were undecided. The total of 59% of the respondents are in disagreement that they are given sex education by their parents. The area of sex education is very vita to the young child as far as career desires and choices are concern.

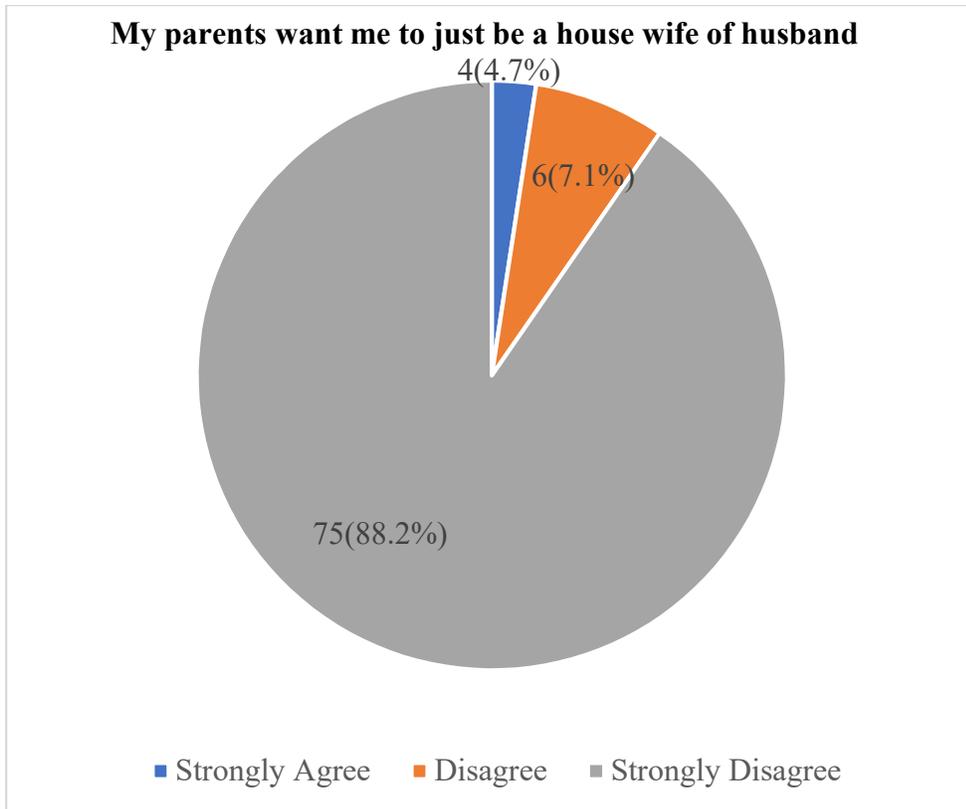


Figure 7: Parents advise to be a house wife or husband

The study also sought to find out if parents want their children to be just house wife or husbands, 4.7% strongly agreed that their parents want them to be just house wife or husband, 7.1% disagreed and 88.2% strongly disagreed. This indicates that parents have high aspirations for their children other than becoming house wife or husband. Parents have the strongest interest in the well-being and success of their children and becoming just a house wife or husband is not a parent's choice or desire.

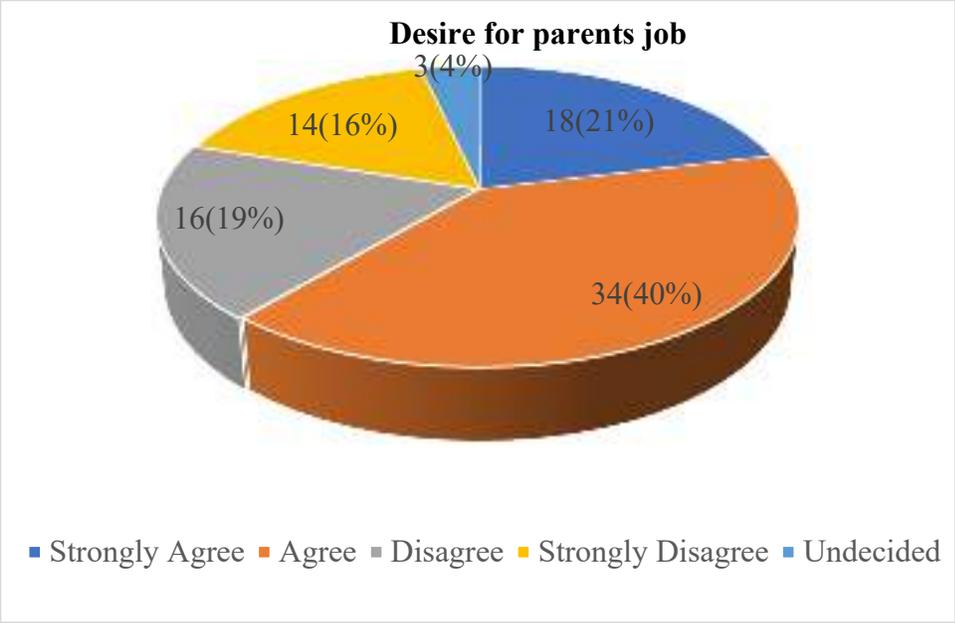


Figure 8: Desire for Parents Job

The findings of figure 7 show that 21% of the respondents strongly agreed that they love the jobs their parents are doing, 40% agreed, 19% disagreed, 16% strongly disagreed while 4% were undecided. Even though the findings show that parents do not encourage their children to take same career after them, 61% of the respondents do love the job their parents are doing. This finding is in agreement Salami (2006) when he says that the children profit from the skills and knowledge of the parents because of their daily encounters.

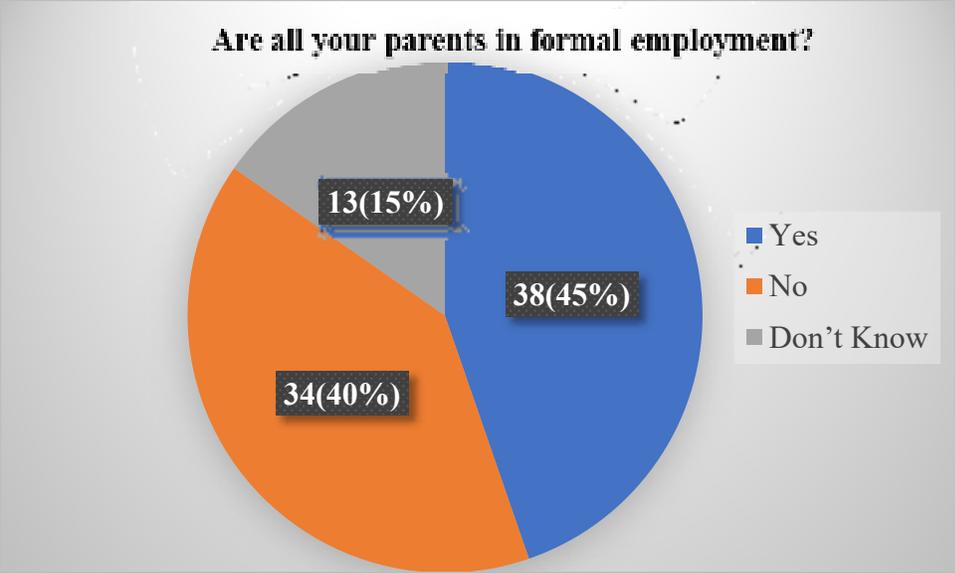


Figure 9: Parents in formal employment

The study sought to find out if all the parents of the respondents were employed. The findings show that 40% of the respondents' parents are employed while 45% of the respondents' parents are unemployed and 15% did not know. This finding shows that parents would go to any length to support their children's career aspirations by giving them the necessary training and education. However, financial constraints due to unemployment is a major challenge to achieving that goal.

4.3.2 Peer influence

Table 10: Taking same career as my peer or friend

I want to take up same career as my peer or friend	f	%	f	%
Strongly Agree	15	17.6	00	00
Agree	28	32.9	5	35.7
Disagree	23	27.1	4	28.6
Strongly Disagree	19	22.4	5	35.7
Undecided	00	00	00	00
Total	85	100	14	100

The study sought to find out if the students want to take up same career as peer or friend. The above table shows that 15 (17.6%) of the students strongly agreed, 28 (32.9%) agreed, 23 (27.1%) disagreed, 19 (22.4%) strongly disagreed. As for the teachers 5 (35.7%) agreed, while 4 (28.6%) disagreed and 5 (35.7 %) strongly disagreed. The total of 48.5% of the respondents have agreed while 51.5% of the entire respondents have disagreed. This is in agreement with (Castrogiovanni, 2002) who says that they can influence one another positively as well as negatively.

Table 11: Career choice based on friend's advise

My Friends advise me to take up a career	f	%	f	%
	Students		Teachers	
Strongly Agree	9	10.6	2	14.3
Agree	32	37.6	1	7.1
Disagree	25	29.4	4	28.6
Strongly Disagree	19	22.4	7	50
Undecided	00	00	00	00
Total	85	100	14	100

The findings of table 12 show that 10.6% of the students strongly agreed, 37.6% agreed, 29.4% disagreed, while 22.4% strongly disagreed. Asked whether teachers do encouraged students to take friend's advice when making career decision. The findings show that 14.3% of the teachers strongly agreed, 7.1% agreed, 28.6 % disagreed while 50% strongly disagreed. This means that 34.8% of the total respondents have agreed while 65.2% have disagreed. This is to say that students do not consider the advice from friends when taking up a career.

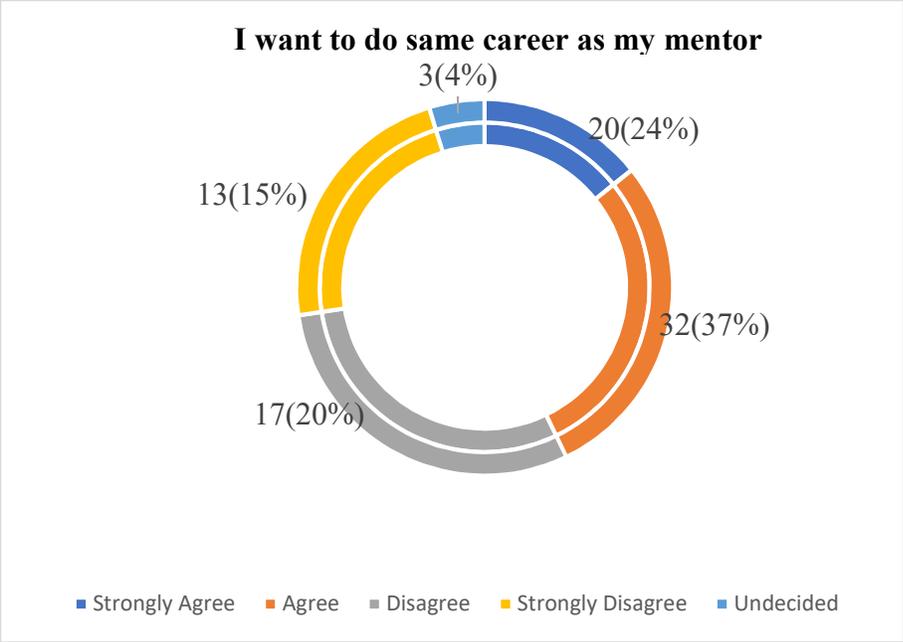


Figure 10: Doing same career as the mentor

Asked whether students would want to do same job as their mentors, 24% of the students strongly agreed, 37% agreed, 20% were in disagreement, 15% strongly disagreed while 4% of the respondents were undecided. The total of 61% of the students were in support of the statement that they would love to take up same career as their mentor, 35% disagreed while 4% were undecided. This is in confirmation with Teklemariam (2010) who argued that the two most influential agents for children are the home and the school environment as they provide children with instruction and support to meet major development demands. The mentor may be a teacher or a parent.

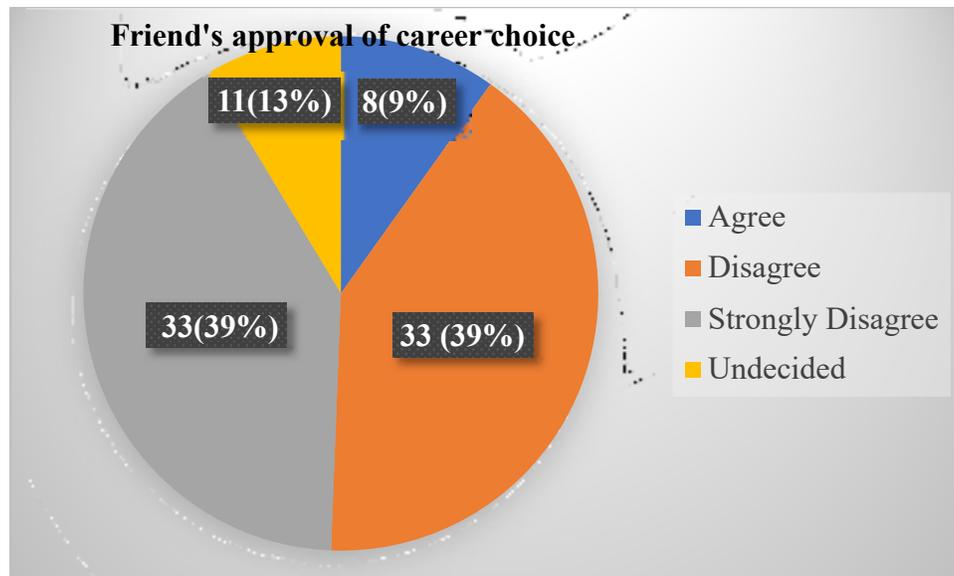


Figure 11: Friend's approval of career choice

The above figure shows that 9% of the students agreed that they take their friend's approval of career choice, as 39% disagreed and 39% strongly disagreed, while 13% were undecided. From this, it can be said that 78% of the total respondents are in disagreement, only 9% have agreed while 13% were undecided. This shows that even though peers do influence one another in so many ways, but when it comes to career choice and decisions, little is done by the peer. This finding is however in contradiction with Stuart (2000) that peers have great influence on career choice.

Table 12: Career decision based on skills and abilities and not on friend or peer.

I base my career decision on the basis of my skills and abilities and not on friend or peer.	f	%	f	%
	Students		Teachers	
Strongly Agree	63	74	10	71.4
Agree	19	23	4	28.6
Disagree	1	1	00	00
Strongly Disagree	1	1	00	00
Undecided	1	1	00	00
Total	84	100	14	100

The above table shows that 74% of the students are strongly of the opinion that they base their career decision on their skills and abilities and not on their friend or peer, 23% agreed, 1% disagreed while another 1% strongly disagreed and 1% were undecided. Asked whether teachers do encourage their students to make career decision on the basis of their skills and abilities and not on friends or peer, 71.4% of the teachers strongly agreed while 28.6% agreed. The total of 98.5% of the population have agreed while only 1.5% disagreed. Even though students are greatly influenced by their peers, however, with the guidance and encouragement of both teachers and parents, a great number of students take into account their skills and abilities when deciding their career choice.

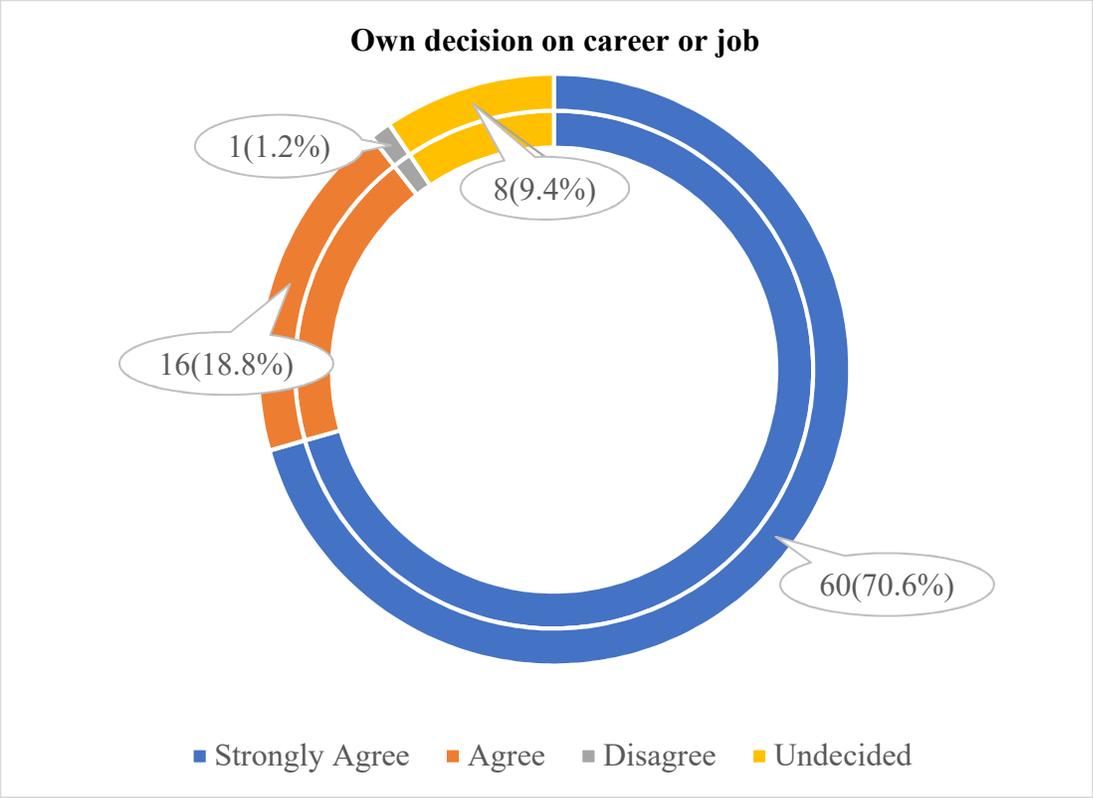


Figure 12: Own decision on career or job.

Asked whether students have made their own decision about the type of career or job they would like to pursue after school, the findings in figure 11 show that 70.6% of the students have strongly agreed, 18.8 % agreed, 1.2% disagreed, while 9.4% were undecided. This is to say that 89.4% of the students are in agreement that they have already made up their minds on the type of career or job they would like to pursue after their secondary education, 1.2% are in disagreement while 9.4% are undecided.

4.3.3 Gender influence on career choice

Table 13: Science, mathematics, engineering and technology are male designed career.

Science, mathematics, engineering, and technology are male designed careers	f	%	f	%
	Students		Teachers	
Strongly Agree	2	2.4	1	7.1
Agree	00	00	7	50
Disagree	20	23.5	1	7.1
Strongly Disagree	63	74.1	5	35.8
Undecided	00	00	00	00
Total	85	100	14	100

The study sought to find out if science, mathematics, engineering, and technology are male designed careers, the findings in the above table shows that 2.4% of the students strongly agreed, 23.5% disagreed while 74.1% strongly disagreed. However, 7.1% of the teachers strongly agreed, 50.0% agreed, 7.1% disagreed, 35.8% strongly disagreed, none of the respondents were undecided. The findings show that 29.8% of the total respondents are of the opinion that science, mathematics, engineering, and technology are male designed careers, while 70.2% of the total respondents have disagreed agreed.

Table 14: Differences in career choice based on Gender.

Being male or female contributes to career choice differences between men and women	f	%	f	%
	Students		Teachers	
Strongly Agree	20	24	1	7.1
Agree	32	37	6	42.9
Disagree	23	27	1	7.1
Strongly Disagree	10	12	5	35.8
Undecided	00	00	1	7.1
Total	85	100	14	100

The study sought to find out if being a male or female contributes to career choice differences between men and women. The above table shows that 24% of the students strongly agreed, 37% agreed, 27% disagreed, while 12% strongly disagreed. Meanwhile, 7.1% of the teachers strongly agreed, 42.9% agreed, 7.1% disagreed, 35.8% strongly disagreed while 7.1% were undecided. From the table, the total of 55.5% of the respondents agreed, 41% were in disagreement while just 3.5% were undecided.

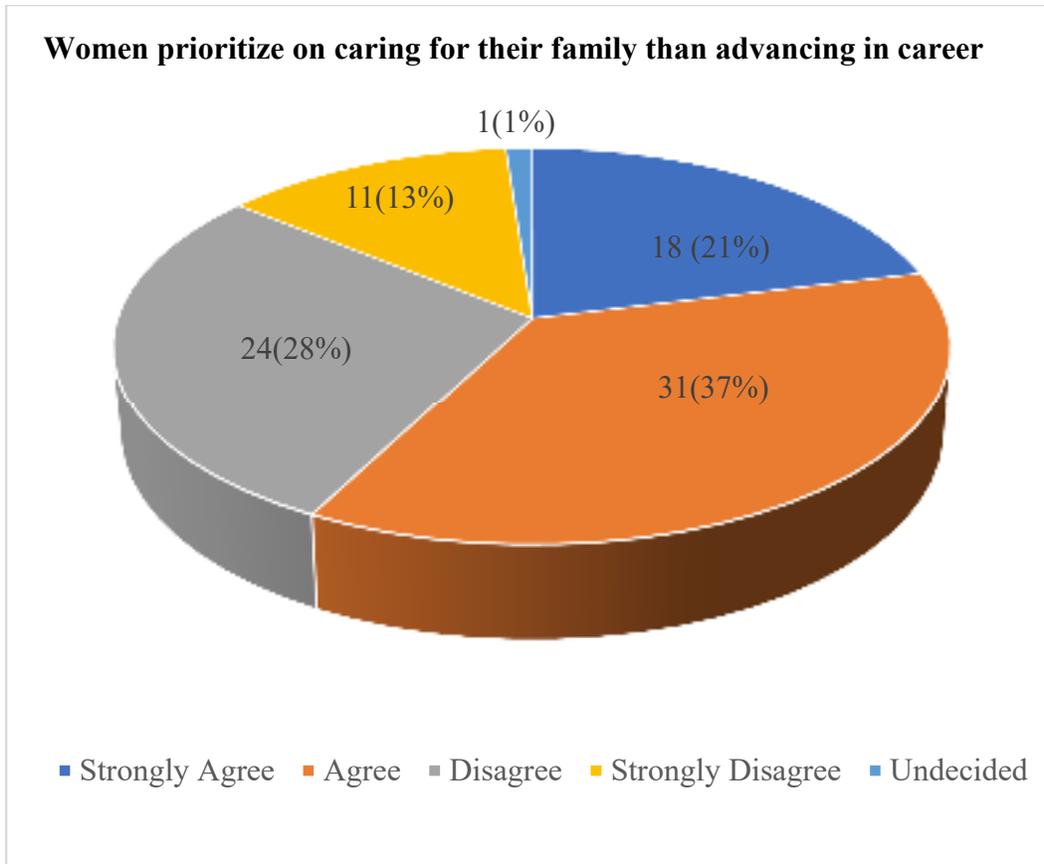


Figure 13: Women prioritize caring for their family than advancing in career

The study also sought to find out whether the society expects women to prioritize caring for their family as opposed to advancing their career. The findings show that 21% of the students strongly agreed, 37% agreed, 28% disagreed, 13% strongly disagreed while 1% were undecided. From the findings, 58% of the students are in strong agreement with the statement, 41% actually did not agree while 1% were undecided. This finding is related to that of Ford (2011) as mentioned in chapter two.

Table 15: Generally, women do not perform well in technical professions.

Generally, women do not perform well in technical professions	f	%	F	%
		Students		Teachers
Strongly Agree	4	4.7	00	00
Agree	2	2.4	5	36
Disagree	19	22.4	2	14
Strongly Disagree	58	68.1	5	36
Undecided	2	2.4	2	14
Total	85	100	14	94

The findings of table 16 shows that 4.7% of the students strongly agreed that women do not perform well in technical professions, 2.4% agreed, 22.4% disagreed, 68.1% strongly disagreed while 2.4% of the students were undecided. Meanwhile, 36% of the teachers agreed, 14% disagreed, 36% strongly disagreed while 14% were undecided. The findings show that 21.6% of the total population agreed that women do not perform well in technical professions, 70.2% disagreed 8.2% of the population were undecided. This means that women also have the ability to perform well in technical professions. This finding is in conformity with the findings of (ECEP 2001), Helvig (1998) and Tinker, Tailor, Soldier and Sailor (2014) as in chapter two.

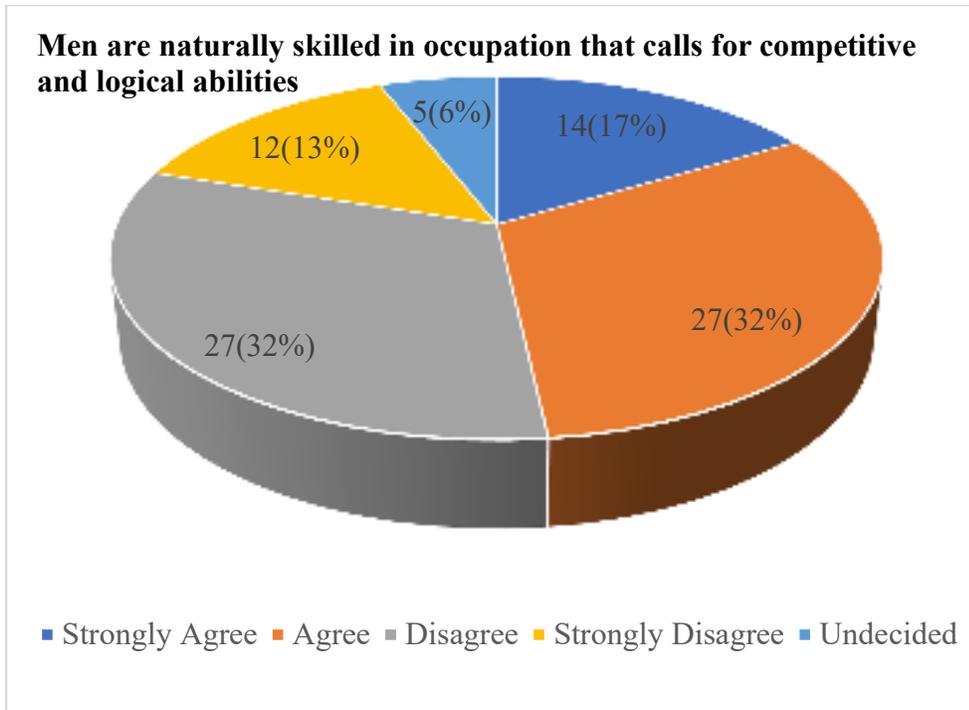


Figure 14: Men are skilled in occupation that calls for competitive and logical abilities.

The above figure shows that 17% of the students strongly agreed that Men are naturally skilled in occupation that calls for competitive and logical abilities, 32% agreed, 32% disagreed, 13% strongly disagreed while were undecided. The study also revealed that a total of 49% of the respondents have agreed while 46.1% disagreed.

Table 16: Male dominated occupations are superior to female ones.

Male dominated occupations are viewed as superior to female dominated ones	f	%	F	%
	Students		Teachers	
Strongly Agree	16	19	1	7.2
Agreed	25	29.4	7	50.0
Disagree	22	26	3	21.4
Strongly Disagree	14	16.2	3	21.4
Undecided	8	9.4	00	00
Total	85	100	14	100

The researcher sought to find out if male dominated occupations are viewed as superior to female dominated ones. The findings show that 19% of the students strongly agreed, 29.4% agreed, 26% disagreed, 16.2% strongly disagreed while 9.4% were undecided. It also shows that 7.2% of the teachers strongly agreed, 50% agreed, 21.4% disagreed while another 21.4% strongly disagreed. It means that 52.8% of the total population agreed, 42.5% disagreed while 4.7% were undecided.

Table 17: By nature, men are skillful than women.

Men are inclined by nature to be more skillful than women	f %		F %	
	Students		Teachers	
Strongly Agree	7	8.2	2	14
Agree	14	17	5	36
Disagree	20	24	3	21
Strongly Disagree	34	40	4	29
Undecided	10	11.8	00	00
Total	85	100	14	100

The findings of table 10 show that 8.2% of the students strongly agreed that men are inclined by nature to be more skillful than women, 17% agreed, 24% disagreed 40% strongly disagreed while 11.8% were undecided. Likewise, 14% of the teachers strongly agreed, 36% agreed, 21% disagreed while 29% strongly disagreed. This means that 37.6% of the total respondents agreed that men are inclined by nature to be more skillful than women, while 57% of the total respondents disagreed that men are inclined by nature to be more skillful than women. This result shows that men are not inclined by nature to be more skillful than women and it confirms the findings of Helvig (1998) and Tinker, Tailor, Soldier and Sailor (2014) as in chapter two.

Table 18: There are careers considered masculine or feminine.

There are careers I consider masculine or feminine	f	Students		Teachers	
		%	F	%	
Strongly agree	19	22.4	00	00	
Agree	24	28.2	8	56	
Disagree	22	26	3	23	
Strongly Disagree	12	14.1	3	21	
Undecided	8	9.3	00	00	
Total	82	100	14	100	

The study sought to find out if there are careers that are consider masculine or feminine. Table 19 show that 22.4% of the students strongly agreed that there are some careers that are consider as masculine or feminine, 28.2% agreed, 26% disagreed, 14.1% strongly disagreed while 9.3% of the students were undecided. Meanwhile, 56% of the teachers agreed that there are some careers that are consider masculine or feminine, 23% disagreed while 21% strongly disagreed. The findings show that 53.3% of the total respondents agreed that there are some careers that are consider as masculine or feminine while 42% disagreed. These findings confirm Ford (2011) and Nauen (2017) as discussed in chapter two.

Table 19: Career choice based on Gender.

I cannot consider some careers because of my gender	F	%	F	%
Strongly Agree	15	19	3	21.4
Agree	22	27	3	21.4
Disagree	24	28	1	7.2
Strongly Disagree	17	20	7	50
Undecided	5	6	00	00
Total	83	100	14	100

The findings of the above table show that 19% of the students strongly agreed that they cannot consider some careers because of my gender, 27% agreed, 28% disagreed, 20% strongly disagreed while 6% were undecided. In the same line, 21.4% of the teachers strongly agreed, another 21.4% agreed, 7.2% disagreed while 50% strongly disagreed. This means that 44.4% of the total respondents have agreed, 52.6% of the total respondents are in disagreement while only 3% were undecided.

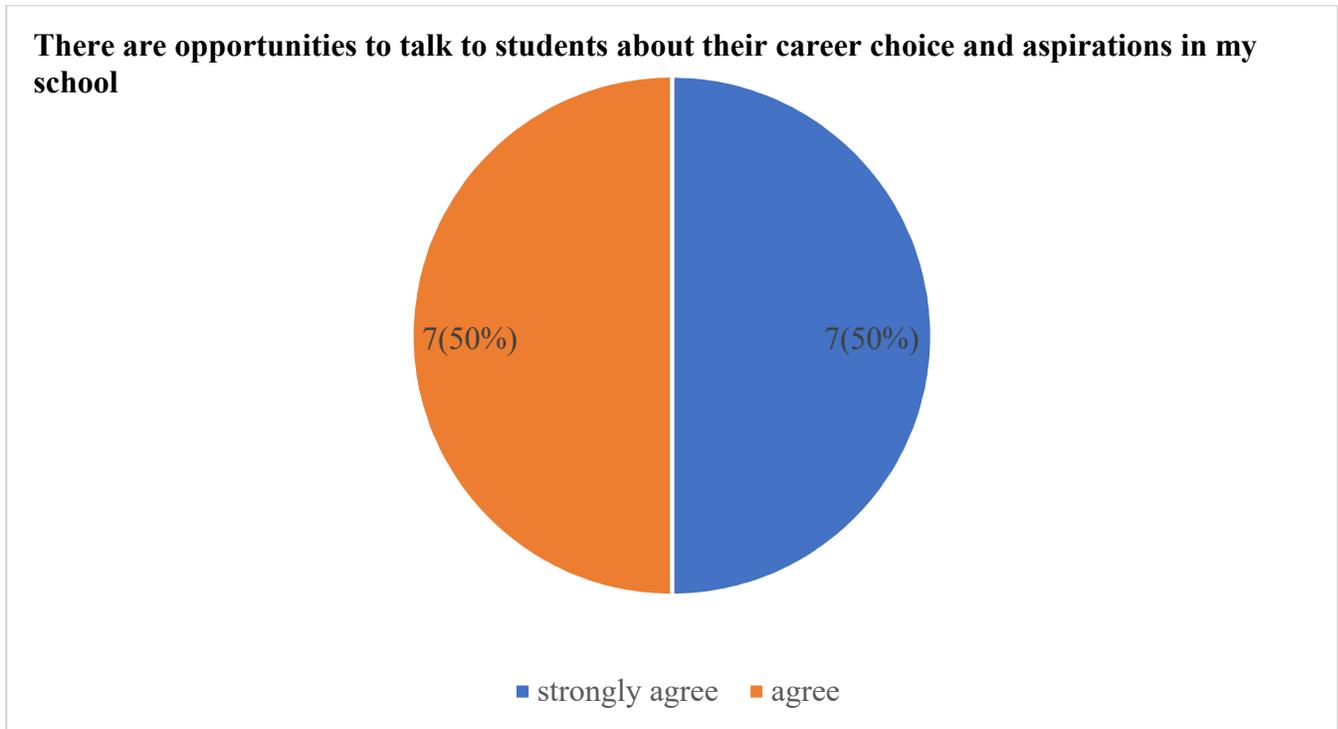


Figure 15: Opportunities to talk to students about their career choice and aspirations.

The study also sought to find out if there are opportunities for teachers to talk to students about their career choice and aspirations in schools, 50% of the teachers strongly agreed while another 50% agreed. The entire 100% of the population of teachers have agreed that they do have opportunities to talk to students about their career choice and aspirations in schools.

4.3.4 Job Market

Table 20: Career choice depending on market trends.

I go by the market trend in deciding my career choice	F	%	F	%
	Students		Teachers	
Strongly Agree	15	18	5	35.7
Agree	23	27	6	42.9
Disagree	25	29	3	21.4
Strongly Disagree	16	19	00	00
Undecided	6	7	00	00
Total	85	100	14	100

The study sought to find out if it is the market trend students and teachers go by in deciding their career choice. The table above shows that 18% of the students strongly agreed, 27% agreed, 29% disagreed, 19% strongly disagreed, 7% were undecided, 35,7% of the teachers strongly agreed, 42.9% agreed while 21.4% disagreed. This shows that 61.8% of the total population have agreed, 34.7% have disagreed and 7% were undecided. This is just to confirm (Masara, 2010) as illustrated in chapter tow.

Table 21: Career decision on the basis of the pay package offered for the job.

I make my career decision on the basis of the pay package offered for the job	f	%	F	%
	Students		Teachers	
Strongly Agree	19	22.4	4	28.6
Agree	32	38.1	2	14.3
Disagree	21	24	5	35.7
Strongly Disagree	7	8.3	2	14.3
Undecided	6	7.2	1	7.1
Total	85	100	14	100

The findings of table 22 show that 22.4% of the students strongly agreed that they make their career decision on the basis of the pay package offered for the job, 38.1% agreed, 24% disagreed, 8.3% strongly disagreed, 7.2% were undecided, 28.6% of the teachers strongly agreed, 14.3% agreed, 35.7 disagreed, 14.3% strongly disagreed while 7.1% of the teachers were undecided. This means that 51.7% of the total population have agreed, 83% have disagreed while 14.2% of the total respondents were undecided. This is in confirmation with the findings of Kiithyo and Petrina (2002) as in chapter two.

Table 22: I make the decision based on the career growth and opportunities provided by the job.

I make the decision based on the career growth and opportunities provided by the job	f	%	F	%
	Students		Teachers	
Strongly Agree	34	40	6	42.9
Agree	36	42.3	6	42.9
Disagree	7	8.2	00	00
Strongly Disagree	3	3.5	2	14.2
Undecided	5	6	00	00
Total	85	100	14	100

The study also sought to find out if career decision is based on the career growth and opportunities provided by the job. The results were the following; 40% of the students strongly agreed, 42.3% agreed, 8.2% disagreed, 3.5% strongly disagreed, 6% were undecided, 42.9% of the teachers strongly agreed, another 42.9% agreed, while 14.2% strongly disagreed. It also show that 84% of the total population agreed, 13% disagreed while only 3% were undecided. This finding is in support with the findings of Bandura, Barbaranelli, Caprara, and Pastorelli, (2001) that Career choice is highly based on career growth and job opportunities in the market.

Table 23: The decision based on the life style associated with the job.

I make decision based on the life style associated with the job	f	%	F	%
	Students		Teachers	
Strongly Agree	13	15.3	00	00
Agree	33	38.8	3	21.4
Disagree	27	31.8	4	28.6
Strongly Disagree	8	9.4	6	42.9
Undecided	4	4.7	1	7.1
Total	85	100	14	100

The researcher sought to find out whether students make career decision based on the life style associated with the job or career. Table 24 shows that 15.3% of the students have strongly agreed, 38.8% agreed, 31.8% disagreed, 9.4% strongly disagreed, while 4.7% were undecided.

Asked whether teachers do encourage students to make career decision based on the life style associated with the job or career, 21.4% agreed, 28.6 (29%) disagreed, 42.9 (43%) strongly disagreed while 7.1% of the teachers were undecided.

This means that 37.7% of the total respondents have agreed, 56.3% are in disagreement while 6% of the total respondents were undecided. This means that students will aspire for the available job that will pay handsomely order than considering the life style associated with the job, this however, is in conformity with Masara, 2010) as in chapter two.

Table 24: The decision based on job security associated with the job.

I make the decision based on job security associated with the job	Students		Teachers	
	f	%	f	%
Strongly Agree	23	27.1	4	28.6
Agree	32	37.5	7	50.0
Disagree	18	21.2	2	14.3
Strongly Disagree	6	7.1	1	7.1
Undecided	6	7.1	00	00
Total	85	100	14	100

The study also sought to find out whether students make career decision based on job security associated with the job. The above findings show that 27.1% of the student’s population have agreed strongly, 37.5% have agreed, 21.2% have disagreed, 7.1% have strongly disagreed, while 7.1% of the students were undecided.

However, teachers were asked whether they do encourage students to make career decision based on job security associated with the job. The findings show that 28.6% of the teachers strongly agreed, 50% agreed, 14.3% disagreed while 7.1% strongly disagreed. This is in line with Kiithyo and Petrina (2002) as described in chapter two.

4.4 GENERAL INFORMATION

The researcher sought to find out from students and teacher's own opinion about other factors which influence their career aspirations apart from the factors mentioned. Many of the students did mention that they are influenced by their own passion and inner drive or personal drive, high self-esteem, teachers' motivational talks on career, the attitude and mindset towards a particular job or career, their talents and abilities to do a job. The findings show that many of the students have big and high dreams, and they do believe that having big dreams influence their choice of career.

Similarly, majority of the students have noted that the following are the factors which influence their career choice and aspirations: family background, low standards of living, poverty, financial constraints, the health condition of a person, labour force associated with the career, and one's experiences of life.

However, others also said that low self-esteem and drug abuse do influence career choice and aspirations because they reduce the thinking capacity of the young adults. Subject's selections, academic performances and available career options are other factors influencing their career choice and aspirations.

How are students informed about career choice and aspirations in your school?

The study also sought to find out how students have been informed in schools about career choice and aspirations. The findings show that students are inform in schools through career talks by motivational speakers, through the guidance of subject teachers and teacher's encouragements to students to perform well in subjects related to their careers.

What programs are in place for students to become informed about career choices?

The researcher also sought to find out if there are programs put in place in schools to inform students about career choices. The findings show that there many programs among which are the following: mentorship, career guidance by teachers, career day, visiting guest speakers, the media, class meetings, guidance and counselling sessions, life skill lessons, and through daily announcements from the principals, deputy and teachers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMEDATIONS

5.0 Introduction

This chapter presents the summary of the findings of the study, the researcher's conclusion, the recommendations to various people and the suggested areas for further research.

5.1 Summary

The aim of this study was to find out the factors influencing students' career aspirations in public secondary schools in Ngong Sub-County. The study was steered by the following objectives: To investigate parental influence on students' career aspirations, to determine how peer influence affects students' career aspirations, to establish the extend at which gender influence career aspirations, and to find out how the job market influence students' career aspirations.

The study used questionnaires to collect data from three schools. Forms four and three students and teachers of the sampled schools participated in the research. A total number of 99 respondents were sampled,47 form three students, 38 form four students and 14 teachers from the three schools. The data was analyzed using Statistical Program for Social Sciences (SPSS) Version 25.

5.2 Summary of the findings

5.2.1 To investigate parental influence on students' career aspirations

The study establish that parents do not force their children into early marriage as indicated by 95.3% nevertheless, sex education from the parents remain a great concern as a total of 58% decline that they were not given sex education. However, a good number of parents want more than just a house wife or house husband roles for their children. Similarly, majority of the respondents opined that their parents encouraged them on their choice of career. This shows that parents want the best out of their children. Parents do not only encourage and influence their children but also have the ability to support them academically.

However, the study noted that financial constraint is a great deterrent for parents who want to support the education of their children.

5.2.2 To determine how peer influence affects students' career aspirations

The study found out that students are not influence by their peer to take up the same career. In addition, majority of the students want to take the same career as their mentor. However, students make their career decisions based on their abilities and skills.

Finally, the study discovered that students have already made the choice of career they wish to pursue after their education. This point if well understood will help the students to focus their energy to the attainment of that goal.

5.2.3 To establish the extend at which gender influence career aspirations

The study noted that there is no gender-based career. Career field in mathematics, engineering, and technology are not male designed, however majority of the respondents are of the opinion that there are male dominated careers that are superior to the female counterpart. This opinion is further supported by the responses of the respondents who said there are

professions that are masculine or feminine, in addition, majority of the respondents do not consider gender as a hindrance to their career choice. Furthermore, the study observed that men are naturally skilled in occupations that calls for competitive and logical abilities. It is also noted that majority of the respondents are in agreement that the society actually expects women to prioritize caring for their family as opposed to advancing their career.

Finally, the study found out that opportunities are given to teachers in schools to guide students on their choices of career.

5.2.4 To find out how the job market influence students' career aspirations

Majority of the respondents are of the opinions that they go by the market trend and the pay package offer for the job in deciding the choice of their career. This implies that in the near future, if diversification is not taken in to consideration, a good number of the students will be flooding for job opportunity in one field of career.

Finally, the study found out that respondents do not make career decision based on the life style associated with the job or career, rather on the job security associated with the job.

5.3 conclusion

The study suggest that parents do have the abilities to support the education of their children but financial constraint is a great deterrent for them. Students have appreciated the fact they are given career orientation by both teachers and parents but stress their disappointment in the area of sex education which could eventually lead them misuse their bodies hence not fulfilling their life's dreams.

Secondly, the study suggest that students look up to teachers as mentors, therefore teachers should take every opportunity given to them to mentor the students in every way possible. The career aspirations of the students depend on how well they have been mentor by

the teachers. The teachers should always encourage and support their student's career choice and aspirations through their daily encounters with the students. The findings have shown that students have already made the decision on the type of career they wish to pursue, therefore, the study suggests that both teachers and parents need to work with them to make sure they are in the right track.

Finally, the study shows that career decisions are made based on the security of the job and on the returns; the earnings and salaries.

5.4 Recommendations

From the findings, the following recommendations were made:

5.4.1 The Teachers

The teachers should spend most of their encounters with the students trying to know what they wish to do in the future in order to better orientate them in the right path. They should listen to the stories of the students and guide them well for a better future.

5.4.2 The Parents

The parents are encouraged to be closer to their children and guide them in their career choices. The study also suggests that parents should try as much as possible to give their children sex education.

5.4.3 The Students

The study suggests that students should be open enough to their parents, teachers and mentors on their career decisions and choices. They should also consider their abilities, academic performance and skills in choosing.

5.5 Areas for further research

After a careful consideration of the study, the researcher suggests the following areas for further research;

1. Are there professions that are masculine or feminine?
2. An investigation into the role of teachers in inspiring student's career aspirations in secondary schools

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APPENDIX I: QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

My name is Lawrence Wonipokueh Doe a student at the Marist International University College, a constituent college of the Catholic University of Eastern Africa. I am carrying out a research on: Factors influencing students' career aspirations in public secondary schools. The purpose of this questionnaire is to collect data on the above-mentioned issue.

You have been selected as one of the respondents, I therefore seek your assistance towards this exercise. Kindly fill the questionnaire according to the instructions provided in each section. Please be aware that the information you give will be highly appreciated and treated confidentially.

Thank you.

SECTION A: DEMOGRAPHIC INFORMATION [please tick (√) as appropriate]

1. Gender: Male [] Female []
2. Type of school: Boys [] Girls [] Mixed []
3. Level of study: Form 3 [] Form 4 []
4. Age: 13-15 [] 16-18 [] 19 and above []
5. Kindly indicate if you are a day-scholar or boarder. Day-scholar [] Boarder []

Factors influencing students' career aspirations

Section B: Parental Choice

In the table below, indicate the extent to which each of the factors presented affects your career aspirations. (Kindly tick [√] as appropriate). [SA]= Strongly Agree, [A]= Agree, [D]= Disagree, [SD]= Strongly Disagree and [UD]= Undecided

No	Statements	SA	A	D	SD	UD
6	My parents advocate for early marriage					
7	My parents usually encourage me on my career choice					
8	My parents/guardians have the ability to pay my college fees					
9	My parents want me to take a career after them					
10	I am given sex education by my parents					
11	My parents want me to just be a house wife or husband					
12	I love the job my father or mother is doing					

13. Are all your parents in formal employment? Yes [] No []

Section C: Peer influence

To what extent did each of the following factors influence your choice of career?

No	Items	SA	A	D	SD	UD
14	I want to take up same career as my peer or friend					
15	My Friends advise me to take up a career					
16	I want to do same career as my mentor					
17	I take my friend's approval of career choice					
18	I base my career decision on the basis of my skills and abilities and not on friend or peer.					
19	I have made my own decision about the type of career or job I would like to pursue after school					

Section D: Gender influence on career choice

No	Items	SA	A	D	SD	UD
20	Science, mathematics, engineering and technology are male designed careers					
21	Being male or female contributes to career choice differences between men and women					
22	Society expects women to prioritize caring for their family as opposed to advancing their career					
23	Generally, women do not perform well in technical professions					
24	Men are naturally skilled in occupation that calls for competitive and logical abilities					
25	Male dominated occupations are viewed as superior to female dominated ones					
26	Men are inclined by nature to be more skillful than women					
27	There are careers I consider masculine or feminine					
28	I cannot consider some careers because of my gender					

Section E: Job Market

No	Items	SA	A	D	SD	UD
29	I go by the market trend in deciding my career choice					
30	I make my career decision on the basis of the pay package offered for the job					
31	I make the decision based on the career growth and opportunities provided by the job					
32	I make decision based on the life style associated with the job					
33	I make the decision based on job security associated with the job					

34. In your own opinion, what other factors do you think influence your career aspirations apart from the above-mentioned factors?

.....

.....

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

My name is Lawrence Wonipokueh Doe a student at the Marist International University College, a constituent college of the Catholic University of Eastern Africa. I am carrying out a research on: Factors influencing students' career aspirations in public secondary schools. The purpose of this questionnaire is to collect data on the above-mentioned issue.

You have been selected as one of the respondents, I therefore seek your assistance towards this exercise. Kindly fill the questionnaire according to the instructions provided in each section. Please be aware that the information you give will be highly appreciated and treated confidentially.

Thank you.

SECTION A: DEMOGRAPHIC INFORMATION [please tick (✓) as appropriate]

1. Gender: Male [] Female []
2. Years taught at schools: 0-3 [] 4-6years [] 7-9years 10 and above []
3. Level of professional qualification? Diploma [] Bachelor [] Masters [] PHD []

SECTION B: TEACHER'S OPINION

In the table below, indicate the extent to which each of the factors presented affects your career aspirations. (Kindly tick [√] as appropriate). [SA]= Strongly Agree, [A]= Agree, [D]= Disagree, [SD]= Strongly Disagree and [UD]= Undecided

No	Statements	SA	A	D	SD	UD
4	There are opportunities to talk to students about their career choice and aspirations in my school					
5	I usually tell my students that science, mathematics, engineering and technology are male designed careers					
6	I tell my students that being male or female contributes to career choice differences between men and women					
7	I have realized that generally, women do not perform well in technical professions					
8	I am of the opinion that male dominated occupations are viewed as superior to female dominated ones					
9	I am of the opinion that men are inclined by nature to be more skillful than women					
10	I usually tell students that there are careers that are consider masculine or feminine					
11	I am of the opinion that students should not consider some careers because of their gender					
12	I advised my students to go by the market trend in deciding their career choice					
13	I suggest to students to make career decision on the basis of the pay package offered for the job					
14	I always encouraged students to make career decision based on the career growth and opportunities provided by the job					
15	I usually suggest to students to make career decision based on the life style associated with the job					
16	I advised students to make career decision based on job security associated with the job					
17	I am of the opinion that students take up the same career as their friend or peer					
18	I encourage my students to take friend's advice when making career decision					
19	I tell students to make career decision on the basis of their skills and abilities and not on friend or peer.					
20	I am of the opinion that students take up the same job or career of their parent					

SECTION C: GENERAL INFORMATION

21. In your own opinion, what other factors do you think influenced your career aspirations apart from the mentioned factors above?

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.....

.....

22. How are students informed about career choice and aspirations in your school?

.....

.....

.....

23. What programs are in place for students to become informed about career choices?

.....

.....

.....

APPENDIX III: RESEARCH AUTHORIZATION LETTER



MARIST INTERNATIONAL UNIVERSITY COLLEGE (MIUC)
CONSTITUENT COLLEGE OF THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
P. O. BOX 24450 KAREN, 00502 NAIROBI
TEL: 254-02-2012787 / 2012797; FAX: 254-20-2389939

22 JANUARY, 2019

TO WHOM IT MAY CONCERN

RE: LAWRENCE WONIPOKUEH DOE (B.Ed/441/15/16)

Assistance for Research Exercise.

The person named above is registered as a full time student at Marist International University College. We kindly request you to assist him to carry out a research exercise.

The research topic to be carried out is: *Factors Influencing Students' Career Aspirations in Public Secondary Schools in Kajado County, Ngong Sub-County.*

The research project being undertaken is done as a partial fulfillment of the requirements for the award of a Bachelor of Education in this Institution.

We would therefore be most grateful if you will kindly facilitate the exercise in whichever way possible and we thank you very much in advance for your cooperation.

Yours sincerely,



SR. DR. JACKLYNE ALARI OKELLO