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FACTORS INFLUENCING CAREER ASPIRATIONS AMONG STUDENTS IN PUBLIC SECONDARY SCHOOLS IN NDHIWA SUB COUNTY IN HOMA BAY COUNTY, KENYA

SUBMITTED BY

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NOVEMBER, 2023

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DECLARATION

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DEDICATION

This dissertation is dedicated to my husband, Mr. Samuel Boit and my sons, Jan Bett and Eren Bett for their immeasurable support, encouragement and prayers during this study period.

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ABSTRACT

Career aspiration is a prerequisite for career choice since decision making on career starts with ambition. Many students' complete secondary school without clearly developed career aspirations hence they fail to make right decision on courses to pursue for their career in tertiary level of education. Career guidance is offered in secondary schools to address aspiration challenges although most of them are not driven by evidence. Therefore, the study aimed at identifying intrinsic, extrinsic and interpersonal factors that influence career aspirations among students in public secondary schools in Ndhiwa Sub County. The study was guided by both the Social Cognitive Career Theory (SCCT) and Social Learning Theory of Career Decision (SLTCD). Additionally, the study adopted mixed approach and convergent parallel mixed design. The study sampled 225 respondents; 211 form three students and 14 teachers from six schools to participate in the study. Purposive non- probability sampling techniques was used to sample teachers while simple random probability sampling techniques was used to sample form three students. Data was collected using questionnaires, focused group discussions and interviews. The validity and reliability of instruments for data collection was tested during pilot study. The quantitative data was analyzed using descriptive statistics in SPSS. 20.0 and the results presented in tables of frequencies and percentages while the qualitative data was analyzed using thematic analysis. Regression analysis was also used to further establish the extent to which revealed factors are related to students' career aspirations. The study findings revealed the following as factors that influence students' career aspirations: intrinsic factors were students' interest, personality, knowledge and ability, and belief; the extrinsic factors were; employment opportunity, salary or payment, job security and professional prestige; and interpersonal factors were parents, teachers, siblings or relatives, peers or friends, and social responsibility or expectations. The study concluded that there are many intrinsic, extrinsic and interpersonal factors that influence career aspirations and attention should be paid to all of them in order to help students develop informed, relevant, and suitable career aspirations and choices. Therefore, many confusions, dissatisfactions and difficulties that students always face in making career choices or decisions to an extent of ending up with no clear career choice could be attributed to inadequate knowledge on the factors or paying little or no attention at all on the factors. The study made three recommendations; first, students should be well informed through guidance and counseling services to have accurate and adequate career information and to guide them in developing informed career aspirations and choices. Second, students' career aspirations should be based mostly on factors rather than being compelled or forced by significant others such as parents, teachers, siblings or relatives or any other influential persons to aspire for a particular career; rather they should make their own informed independent choices. Third, students should consider all intrinsic, extrinsic and interpersonal factors in making career aspirations since no single factors is sufficient to influence or inform an appropriate career aspiration.

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LIST OF ABBREVIATIONS AND ACRONYM

CUE: Commission for University Education

DCC: Deputy County Commissioner

FGD: Focus Group Discussion

KCSE: Kenya Certificate of Secondary Education

KICD: Kenya Institute of Curriculum Development

KUCCPS: Kenya Universities and Colleges Central Placement Service

NACOSTI: National Commission for Science Technology and Innovation

SCCT: Social Cognitive Career Theory

SLTCDM: Social Learning Theory of Career Decision Making

SPU: Saint Paul's University

TSC: Teachers Service Commission

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents background of the study, statement of the problem, objectives of the study, research questions, justification of the study, significance of the study, scope of the study, limitations of the study, assumptions of the study and definition of key terms.

1.2 Background of the Study

Career aspiration is an individual's ambition towards a given occupation or it is an attraction of a particular occupation to an individual (Abekam, 2018; Zunker, 2006). The aspiration is very significant since it leads to the choice of a career which is an essential decision in a person's life (Tesha, 2020; Nwamadi, 2015; Mesa, 2013). According to Salami and Salami (2013), career aspirations develop at the secondary level of education or high school because it is at this point that students are thinking, making decisions and aiming to have a clear direction in mind about career choices. Career is the totality of work one practices in a lifetime thus it is a chosen pursuit, life work, success in one's profession and it has to be chosen with pensiveness (Oladele 2000; Owusu, Fiorgbor & Atakora, 2021; Zunker, 2006).

According to Kochung and Migunde (2011) and Almon and Matsidiso (2012), the choice of career is one of the fundamental decisions that students face in secondary schools because the decision determines; the type of profession in one's life beyond the college or university studies (Edwards & Quinter, 2011), the future quality of life of an individual and reputable status a person will have in the society (Salami & Salami, 2013), the subjects to be chosen by students, how much to be educated, one's economic, social and sometimes religious status (Nwamadi,2015). The author further infers that this supposes that the right and wise career choices can lead to later success, happiness and satisfaction while an inappropriate career decision results into failure, frustration, disappointments and disillusionment. Consequently, (Wattles, 2009; as cited in Owusu, 2020), opined that students need to have an accurate career planning and a complete understanding before making career choice so as to adjust to various changes and needs in the society.

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Owusu (2020) observed that there are many factors that influence career aspirations among students in secondary schools in different parts of the world. Akosah-Twumasi, Emeto, Lindsay, Tsey and Malau-Adull (2018) noted in a systematic review of factors that influence career-the role of culture that career aspirations of students are influenced by intrinsic, extrinsic and interpersonal factors in both individualist and collectivist societies. In collectivist societies, parents' intervention is to support their children's efforts in order to make them responsible and economically productive while parental role in individualist societies is to endorse their children opinions and encourage them to choose careers that make them happy.

Based on global perspective, study by Mei, Newmeyer and Wei (2008) in the United States of America revealed that self- efficacy, interests and outcome expectations are determinants in career aspirations and decision making in high school students. Likewise, in Hong Kong, parental expectations, students' own interests, personal strengths and aptitude were established to be influential in students' career aspirations (Hui, Yuen & Lee, 2020). Moreover, Zeb, Arshad, Jan and Khan (2020) observed that in Pakistan, parents' personalities, socio-economic status and tradition affect career aspirations. Additionally, Gungozar (2016) examined factors determining the selection of careers among secondary school students in Turbat, Pakistan and established that students' career aspirations are influenced by factors such as parents, teachers, peers, family members, career counselors, and personality factors like self-interest, ability and capacity. In this regard, students' career aspiration is observed to be guided by self-efficacy, interests, outcome expectation, parents and social economic factors. Moreover, Kazi and Akhlaq (2017) noted that factors such as an individual's environment, talents, skills, academic achievement, school, social setup, financial prospect, profession and educational level of parents, interest, country's need, one's culture and socio-economic background has been observed to affect students' career ambitions. Although it is most desirable that students aspire for career based on intrinsic factors such as self-efficacy, personality and self- interest in which their best output can be exhibited, extrinsic and interpersonal factors still control students' career aspirations.

In South Africa, Abel and Chikoko (2020) established that intrapersonal or intrinsic factors such as personality, career interest, self-efficacy and personal development influence students' career choice among STEM students in South African universities. Likewise, the study

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conducted by Mtemeri (2017) in midland province in Zimbabwe on factors that determine the selection of career pathways among high school students showed that parents, peers, career guidance and geographical location of the job influence career aspirations and choice amongst students. Additionally, studies conducted in Ghana by Owusu (2020) and Owusu et al. (2021) established that peers and parental interests are influential in career aspirations of students. The scholars noted that the review or study on factors that influence students' aspiration should not only be focused on intrinsic factors alone since extrinsic and interpersonal factors also influence students' career aspiration.

In Nigeria, Abiola (2014) identified environment, social and economic status of parents as factors that affects career aspiration. Furthermore, according to Nwamadi (2015), being that people have different abilities, socio-economic background, and the need to expand the career choice always makes aspirations diverse, complex and sometimes confusing. Therefore, as students attempt to aspire for their career based on intrinsic factors that emanate within themselves as personality, efficacy, ability and interests; these intrinsic factors conflict with extrinsic factors which are outside themselves like remuneration, job security, professional prestige, job environment and employment opportunity. Besides, students also struggle to reconcile their intrinsic influences with interpersonal factors such as family members, parents, teachers and peers who usually influence the students' aspirations. Besides, students also struggle to reconcile their intrinsic influences with interpersonal factors such as family members, parents, teachers and peers who usually influence the students' aspirations. However, Osi (2018) observed that only finance influence job aspiration since it can hinder students from pursuing their aspiration in life.

On the regional perspective, the study conducted by Tesha (2020) in Tanzania on career guidance and career aspirations among students in public secondary schools in Dodoma city points out that students' career aspirations are influenced by factors such as family background, peers, self-interest and gender. Similarly, the study by Vaghela (2019) in Iringa municipality on the determinants of career choice among secondary school students in Tanzania identified psychological factors like individual personality, attitude and interest as influential in students' career aspirations.

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According to local perspective, Njongu (2019) study in Meru noted that; career guidance services, parental aspiration, mass media, school policy on subjects' selections affect secondary school students' occupation aspirations. Similarly, research conducted by Elisabeth (2012) in Kiambu County showed that socio-economic and cultural practices, school related factors and self-efficacy do influence girls' career aspirations. Additionally, Kochung and Migunde (2011) noted that career aspiration is influenced by many factors such as individual variants like gender, personal interest, security and learning experiences, environmental factors, outcome expectancies and personal contacts. Moreover, the study conducted by Nyamwange (2016) concluded that individual's prior knowledge on a given career is significant for developing and nurturing interest in the career.

More effort has been made in order to enhance students' career aspirations and guide students accordingly. For instance, the Kenya Universities and Colleges Central Placement Service (KUCCPS) which is in charge of placing the successful secondary students to various colleges and universities based on the qualifications and students' career choice has published a guideline handbook "*The Essential Career Guide: Making an Informed Choice''* (KUCCPS, 2019) in order to help students make informed career aspirations and choices. Besides, other career books including but not limited to "*Exploring Career Options A-Z: An essential guide for students on career planning and choice" by* Kinoti (2013) have also been approved by the Ministry of Education and are stocked in school libraries.

The costs of poor career aspiration and subsequent inappropriate career choice are always reflected by the challenges the youth are currently facing in the labour market such as unemployment, underemployment, ineffectiveness, inefficiency and under productivity in service due to lack of relevant skills, knowledge and self- satisfaction, poverty and other social sufferings (Boateng, 2016; Sonnet & Scarpetta, 2012). According to International Labour Organization (2017), the world's youth unemployment rate was estimated to be 13.0 % in 2016 and it rose again to 13.1 % in 2017 and 2018 respectively and this rate is expected to increase steadily by half million if no measures are put in place.

Despite the significance of having a clear career aspiration and the various support that are given to secondary school students to guide them into relevant career decision making, many

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learners do not have a clue about what to study after the completion of secondary school while some end up making inappropriate career choices (Nong, 2016; Koech, Bitok, Ruto, Koech, Okoth, Korir & Ngala, 2016; Njeru, 2016). For instance, Koech, et al. (2016) noted that 77.9 % of the students from higher level of learning in Kenya would opt to change the courses they pursue if given a chance to do so, and only 22.1 % of the students were comfortable with the courses of choice and would not want to change. Similarly, Ayiro (2016) noted that 65 % of students from 22 universities in East Africa were not satisfied by the academic programs they were pursuing and would like to make changes of courses if given another chance. Correspondingly, Darya as cited by Aineah (2019) postulates that the gap between completion of secondary school and joining of tertiary institutions is very wide and Kinoti (2013) attributes the wide gap to less attention that is given to career awareness in Kenyan secondary schools.

Therefore, Hooley and Rice (2018) observed that in order to overcome this problem and enable the youth to have competitive advantage in the job market successfully, one requires a comprehensive understanding about self, education ability and available occupation opportunities. Consequently, this study focused on intrinsic factors which include self-interest, self-efficacy, outcome expectancy, personality and informed knowledge; extrinsic factors which include remuneration, job security, environment, employment opportunity, and professional prestige, and finally interpersonal factors which include parents, family members, teachers, peer, and social responsibility that influence career aspirations among students in secondary school.

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1.3 Statement of the Problem

Career aspiration is very significant since career choices result from aspirations (Love, 2020). This calls for accurate; comprehensive and continuously studies on career aspirations in order to develop realistic ambitions that can lead to right career choices that match with individual's abilities, interest, and various changes and demands of the society. A number of studies have been conducted on the factors that affect career aspirations and decision making amongst high school students worldwide including but not limited to (Owusu et al.,2021; Owusu, 2020; Zeb et al.,2020; Tesha, 2020; Njongu, 2019; Aineah, 2019). Additionally,

career guideline handbook by KUCCPS, 2019 and career book by Kinoti (2013) are available to students in school libraries in order to help students to gain required knowledge so as to develop informed career aspirations that can lead to an appropriate and a successful career decision.

Despite the effort made through studies and the availability of the career guideline handbook by KUCCPS, 2019 and career book by Kinoti (2013), majority of students in Kenya still complete secondary school with no choice of courses to study in tertiary institutes of learning while others end up with irrelevant career choices that do not match their interests, abilities, background and variety of variables that keep on changing job market demand. As a result, many youths are unemployed, underemployed, and unproductive, dissatisfied with job, poor and are suffering (Nong, 2016 & Njeru, 2016). Since career aspiration is a prerequisite for making a successful career decision, the complexities and confusion that is witnessed in the career choice is evident that students' career ambitions are not developed based on the relevant factors. In Ndhiwa Sub-County, most of form four dropouts end up engaging in sugar cane farming, sugar cane cutting and "boda boda business" (Homa Bay, Ministry of Education, Capital Development & Vocation Training, 2022). Moreover, most of career guidance and counseling in secondary schools are not driven by evidence (Ministry of education, Ndhiwa Sub-County office, 2021).

Furthermore, students' aspirations are diverse and keep on changing due to diversity of individual and socio-economic factors in order to enable students to adjust to changes and demands of the society (Owusu, 2020). According to the best of the researcher's knowledge based on information from global, regional and local perspective, many studies conducted have mainly focused on the factors that influence career choice with very minimal considerable attention on the factors responsible for career aspirations. Even out of the few studies on the career aspirations, not even a single study had been done in Ndhiwa Sub-county. Consequently, career aspirations remain to be an area that needs extensive and continuous studies in order to identify factors that are responsible for the students' career aspirations. Therefore, this study will focus on the factors influencing career aspiration among students in public secondary schools in Ndhiwa Sub County, Homa Bay County.

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1.4 Objectives of the Study

1.4.1 General Objective of the Study

The general objective of the study was to investigate actors that influence career aspirations among students in public secondary schools in Ndhiwa Sub County in Homa Bay County.

1.4.2 Specific Objectives of the Study

The specific objectives of the study were:

i) To evaluate intrinsic factors that influence career aspiration among students in public secondary schools in Ndhiwa Sub County.

ii) To determine extrinsic factors that influence career aspiration amongst students in public secondary schools in Ndhiwa Sub County.

iii) To evaluate interpersonal factors that influence career aspiration among students in public secondary schools in Ndhiwa Sub County.

1.5 Research Questions

The following research questions were asked in order to achieve the specific objectives:

i) To what extent do intrinsic factors influence career aspiration among students in public secondary schools in Ndhiwa Sub County?

ii) How do extrinsic factors influence career aspiration among students in public secondary schools in Ndhiwa Sub County?

iii) To what extent do interpersonal factors influence career aspiration among students in public secondary schools in Ndhiwa Sub County?

1.6 Justification of the Study

Career aspirations are diverse and keep on changing over time among secondary students due to variety of factors and the need to adjust to changes and demands of the society. As a result, comprehensive and continuous studies needed to be conducted on career aspirations in order to develop informed and realistic ambitions that could lead to successful career decision

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making. The difficulties and confusion that existed in the choice of career to the extent that majority of students completed secondary school with no clear choices or with irrelevant choices that did not match their interests, abilities and job market were indicators that students' career aspirations were not developed on relevant factors or inadequate studies had been conducted on aspirations (Njeru, 2016; Nong, 2016). Many form four drop outs in Ndhiwa Sub-County mainly engaged in sugarcane farming, sugar cane cutting and motor bike riding "boda boda business" (Homa Bay, Ministry of Education, Capital Development & Vocation Training, 2022). Additionally, most of career guidance in secondary schools in Ndhiwa were not driven by evidence (Ministry of education, Ndhiwa Sub-County office, 2021). Besides, most of the studies on career had only focused on career choice with only a few of them concentrating on career aspirations and of which none of them had been conducted in Ndhiwa Sub County, therefore, the current study was justified.

1.7 Significance of the Study

This study provides, expand and update the knowledge on factors that influence career aspirations among students in secondary school. This is by establishing the extent to which the factors influence career aspirations, since the aim of developing an informed career aspiration is to ensure that relevant career choices are made which is the ultimate goal of education and the desire of the stakeholders. Therefore, the study may be of significant to the students, career teachers, parents and guardians, and the ministry of education and future researchers and academicians. The study can help secondary school students to know, understand and contemplate on factors influencing career aspirations and choices. This can make them develop informed aspirations that can lead to successful career choices at the end of secondary school education. Consequently, students are likely to make; the right selection of subjects, finish secondary school with knowledge of courses to pursue in colleges and universities, join careers that are aligned with their aspirations, and as such resolve current complexities and confusions in career choice.

Correspondingly, the study is useful to career teachers in offering career guidance and counseling to students by considering all relevant influential factors that are related to career aspiration and choice. Moreover, parents and guardians can probably find the study

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worthwhile in knowing and understanding factors influencing career aspirations among students so as to support, guide and appreciate the aspirations of their children.

Furthermore, the study may be of importance to the ministry of education with its various organs such as Commission for University Education (CUE), KUCCPS, Teachers Service Commission (TSC), and Kenya Institute of Curriculum Development (KICD). The CUE perhaps can apply the study to revise the programs offered in the Kenya institutes of higher learning considering the students' aspirations. Likewise, KUCCPS is likely to be in a better position to evaluate the effectiveness of its career guideline handbook of 2019 and review it if need-be to reflect the current students' aspirations. Similarly, TSC are able to know students' career ambitions hence provide adequate and appropriate training to teachers, deployment, motivation and supervision to ensure that teaching and learning appropriately geared toward developing and realization of students' career aspirations and choices.

Moreover, the KICD can also find the study valuable in reviewing and developing policies that align career guidance curriculum for secondary schools with relevant factors that affect career aspirations and give more information on subjects' cluster, courses, education requirement, occupation, career path and labour market**.** Finally, the study provides background information to future academicians and researchers who are or will be interested in studies related to career aspirations among students.

1.8 Scope of the Study

The study was limited to factors that influence students' career aspirations in public secondary schools in Ndhiwa Sub County, Homa-bay County. All public secondary schools that are in Ndhiwa Sub-County, whether day or boarding, mixed or single gender so long as they had form three students were included in the study. The study was confined to form three students due to the fact that; they had made subjects selection in lower form two, were aware of career aspirations, were pre-candidates for Kenya Certificate of Secondary Education (KCSE), were preparing or had prepared for career choice for the tertiary education, and the reviewed studies also indicated a gap between the completion of secondary school and joining of higher institutes of learning. Although form four students were qualified to be respondents, their tight study and preparation for KCSE does not give

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them ample time to take part in this study and even school principals could not allow them to participate in the study.

Teachers were also involved in the study because they were the mentors of the students, policy makers and implementers within the school setup. The study employed mixed approach and convergent parallel design and it took a period of five months to be completed from February to July, 2023. Although the study was conducted in Ndhiwa Sub County public secondary schools among form three students and teachers, the findings can be generalized to other students in lower classes or forms in the same sub county or other counties since participants were from different counties and all students were expected to do the same as they progressively move to higher classes.

1.9 Limitations of the Study

The study anticipated that some students could conceal some factors that are related to their individual abilities, interests and socio-economic background due to fear of negative prejudice. Again, some of the responses of the respondents were confined to the previous and the then existing factors such as gender, cultural background, availability of job market and teachers' guidance that influence career aspirations instead of their own independent views and experience on factors. Additionally, generalization of the study finding to the entire country was a challenge since Ndhiwa Sub-County was just one of the 295 sub-counties in Kenya, it was different from other sub counties and it could not be representative enough for other regions. These limitations led to feigned responses which could affect the generalization and trustworthiness of the study. However, the researcher tried to minimize these anticipated limitations by ensuring that respondents were fully informed and understood the rationale of the study and why they needed to participate by honestly giving their own independent views. Moreover, the combination of various research tools like questionnaire and focused group discussion enabled the respondents to have more confidence in giving their responses.

1.10 Assumptions of the Study

The study was based on the assumptions that:

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All the study respondents could be co-operative and willingly provide honest and reliable responses. Moreover, career aspirations of secondary school students are influenced by various factors across different public secondary schools in Ndhiwa Sub County. Additionally, researcher assumed that the school calendar could not be disrupted by other eventualities and the study could be conducted as planned and within the scheduled time.

1.11 Definitions of Key Terms

In this study, the following key terms were referenced:

Career Aspiration: Ambition or goal that an individual sets out to achieve in life related to a particular desired profession.

Intrinsic factors: These are variables that are natural or inherent as opposed to those that are learnt. They include personal interest, self-efficacy, outcome expectation and professional development opportunities.

Extrinsic factors: These are variables that are not dependent on intrinsic circumstances and inherent issues. They include remuneration, employment opportunity, job security, and prestige and job environment.

Interpersonal factors: These are variables that are associated with engagement and relationship with other individuals who are significant to us. They include parents, teachers, counselors, peers and social responsibility.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews both theoretical and empirical literature on factors influencing career aspirations among secondary school students. Additionally, it presents conceptual framework that gives meaning of concepts and relationship between related variables in the study. Thereafter it presents knowledge gap from the literature reviewed.

2.2 Theoretical Review

This study was guided by both the Social Cognitive Career Theory (SCCT) by Lent, Brown and Hackett (1994) and Social Learning Theory of Career Decision (SLTCD) by Krumboltz (1976).

2.2.1 Social Cognitive Career Theory

Social Cognitive Career Theory (SCCT) was championed by Lent, Brown and Gail Hackett in 1994. The SCCT seeks to explain; how basic academic and career interests develop, how education and career choices are made, and how academic and career success is obtained (Lent, Brown, & Hackett 1994). The theory incorporates main factors such as interests, abilities, values, environmental adopted from the earlier career development theories which borrow a lot from Albert Bandura's social cognitive theory. The SCCT emphasizes greatly on three variables which are; first is self-efficacy that is the individual beliefs about his or her capabilities to perform a particular believes or courses of action. Second is an outcome expectation that is the consequences or outcome of performing particular behaviors, and third is personal goals which are one's intentions to engage in a particular activity.

The strength of SCCT is that it is applicable to variety of behaviorism in real life situations and with many different groups of people. Again, it emphasizes on self-efficacy which many models do not give considerable attention. However, some of the criticisms and weaknesses of SCCT is that it cannot give an account of all development behaviours

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because feelings and thoughts are influenced by internal and external factors as well as inherited and maturation factors. In addition, the theory examines complex relationships among complex variables causing confusions. Although SCCT focuses on intrinsic factors that influence students' such as self-efficacy, outcome expectations, interest, environment and personal goals, the theory fails to consider the extrinsic and interpersonal factors that also influence career aspirations amongst students. Therefore, SCCT could not independently guide the study without being supported by another theory that addresses both the extrinsic and interpersonal factors.

2.2.2 Social Learning Theory of Career Decision

Social Learning Theory of Career Decision (SLTCD) was developed by John Krumboltz in 1976 in order to explain why people make career decisions (Krumboltz, Mitchell & Jones, 1976). The theory basically holds that people make their career decision as a result of a number of planned and unplanned learning opportunities or moments in the social environment. These learning opportunities create or influence individual's perceptions and ideas and thereby determining the career path one would choose. The SLTCD theory has got two parts; the Social Learning Theory of Career Decision Making (SLTCDM) and the Learning Theory of Career Counseling (LTCC).

The SLTCDM attempts to explain four main influential factors of career choice which are; genetic endowment and special abilities (intelligence, talents, innate abilities etc... present at birth), environmental conditions and events (things one cannot control like political, cultural, social, environment, technological forces which are not innate), Instrumental and associative learning experiences (happen as we watch others, listen to others or read about others), and task approach skills (skills needed to choose and to be successful in career like work habits and problem solving skills). Krumboltz noted that the interaction of the combination of these four factors results in correct or incorrect beliefs, stereotypes and generalizations about the self, careers, world of work and society hence people develop self-observation and world view generalizations. Therefore, the generalizations and skills developed enable individuals to be involved in actions that lead to entry into either appropriate or inappropriate career based on the career decision that one would make.

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However, the LTCC deals with how career counselor would support clients through interventions to resolve- career related concerns or problems. Due to the fact that life, aspirations, job market and society demand are in constant flux, there is a possibility of unexpected career opportunities. Hence, the role of the career practitioner or counselor is to assist the career seeker or explorer to explore new activities, develop new skills and interests, consider new options based on their interests and abilities, and prepare for dealing with the changing challenges of work since career is unstable. Nonetheless, in all these, the main work of counselors is to support the clients in building satisfying lives rather than matching them with specific career paths which is of preference to the counselor.

The strength of the SLTCD is its ability to enable individuals to deal with both the expected and the unexpected phenomena in the changing world and as a result an individual can make an appropriate and well-reasoned career choice. Moreover, according to (Ormord & Merril, 2004 as cited by Njongu, 2019), the theory is applicable in education since it expounds on variations in behavior of students and helps in bringing an accurate understanding on how behavior is learned through a combination of various modes of learning. Nevertheless, the opponents of the theory hold that the SLTCD is purely behaviorist because it posits that children imitate behaviour as long as there is some reward or praise. Furthermore, the theory places no consideration on physical and mental changes that an individual encounter just as it does not consider that what one perceives as a reward another person may view as a punishment and vice versa. Even though SLTCD has limitations, it highlights influential factors for career aspirations and decision-making process such as; genetic endowment and special abilities, environmental conditions, task approach skills, and learning experiences which are themes from the theory that the current study will adopt.

Therefore, a combination of SLTCD with SCCT provides the best insight and guidance to the current study than either of them. This was because the theories altogether highlighted basic factors that influence career aspirations and choices such as interests, abilities, values, personal goals, outcome expectation, learning experiences and environmental which was basically the focus of the study. However, the choice of either of the theory would exclude other influential factors that are influential in career aspiration and decision making hence the combination of the two theories was necessary in this study.

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2.3 Empirical Literature Review

The empirical literature on factors that influence students' career aspirations in public secondary schools were reviewed according to the three objectives which investigated on intrinsic, extrinsic and interpersonal factors. The literature was reviewed from general or global to specific.

2.3.1 Career Aspirations

Career aspirations are long- term hopes and ambitions which people develop based on their personal experiences including talents, values, lifestyle and many more (Coursera,2022). Secondary students develop many career aspirations that include but not limited to being a lawyer, teacher, engineer, entrepreneur, humanitarian, diplomat (Winga, 2021 & Demel & Mayrhofer, 2016). The career aspirations may be indicated by individual's desire to know and uphold the rule of law, impart and share knowledge, pure challenge for entrepreneurial creativity, passionate about using talents or skills in a role, starting or owning a business, freedom, security, balance, management and hierarchy, service to a cause, technical-functional competence and internationalism.

Based on the indicators of career aspirations; freedom is anchored on autonomy and independence hence students who aspire it will desire work situations free of organizational constrains, set on schedule and pace of work, dislike supervision, being bound to processes, norms and rules. Moreover, balance is anchored on lifestyle and desired by individuals who are primarily preoccupied with balancing career triangle; work, relationship and self-development. Entrepreneurial creativity makes individual to desire building or creating something that is entirely on project; easily bored, likes to move from project to project and more interested in initiating new enterprises than managing established ones. Likewise, students who aspire for service or dedication to cause, seek to improve the world in some fashion; wants to align work activities with personal values about helping society, concerned with finding jobs that meet one's value rather than skills. Such students may desire to work with various charitable organizations.

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According to Mateja and Andrej (2022) in analysis of influence of school and out of school related factors on career aspirations in engineering and production occupations among Slovenia and established the indicators or predictors of the aspirations to be; students' opinion on technical topics, the content of school subject technics and technology, and related classroom experiences. The study established that boys are more enthusiastic than girls in technically oriented occupations or careers.

According to Lorenceau, Rim and Savitki (2021), career aspirations of young African have little in common with current projected labour demand in the region, making it difficult for them to complete their secondary or college education to work. This indicates that the career aspirations of the students in secondary school are being influenced by security of job. Therefore, the authors recommend that students should be helped to shape realistic career aspirations that fit in the world market. Moreover, quality of job conditions should also be improved to make it desirable to young people. Moreover, the study by Du plessis and Ahmed (2020) in south Africa observed that career aspirations basically give hope for the future that transcends current lived experience of the self, family school and community and it serves as agent of hope to enable social change. The authors' findings reveled that career aspirations are shaped by individual experience, family, school, community and they opined that platform should be provided for individuals to share their career aspirations.

Winga (2021) conducted as a study among Kenyan students and observed that students had variety of career aspirations of which engineering, law, medicine, and teaching were more preferred by students. The need for career guidance department to help students seeking specialized career services and exposing students to careers that resonate with the changing time was suggested.

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2.3.2 Intrinsic Factors on Career Aspirations

Akosah-Twusami et al. (2019) review on factors that influence youth career choices highlighted personal interests, self-efficacy, outcome expectations and professional development opportunities as intrinsic factors that affect career aspirations and choice. The review results showed that personal interest is a major factor that influences the career aspiration among youth in individualistic society. Additionally, the review observed that

youth who were bicultural or more acculturated by their host countries were intrinsically motivated in their career aspiration and decision making. Although the review only examined the existing literature from thirty articles published between January 1997 and May 2018 from around the globe and adopted Joana Briggs institute format, it reveals variables or factors in the literature reviewed in the articles which gave direction to this study. However, the factors were not further analyzed to establish the extent to which the factors influence career aspirations of the students which this study focused on.

Correspondingly, Carrico, Matusovich and Paretti (2017) review in Virginia, USA to analyze career pathways among high school students established that outcome expectation is one of the influential factors for career pathway. The authors used qualitative approach and employed SCCT model in the study. Although the study was conducted in USA, it shares major concepts and variables such as career pathway and career outcome expectation. The researcher also used mixed approach in order to gain a comprehensive understanding of the study topic and SCCT theory which was also used to guide the current study.

In Hong Kong, students' own interests, personal strengths and aptitudes are significant factors that affect students' career aspirations (Hui et al.2020). Even though the study was limited to cross-border Chinese students in Hong Kong and emphasized on bicultural or acculturated issues, it is related to the current study since it deals with career and life planning of secondary school students. In the same way, Gungozar (2016) study in Turbat, Pakistan established that personality factors like self- interest, ability and capacity influence career selection among secondary school learners. Similarly, Sarkar (2016) study in Kolkata, India observed that students develop their career aspirations based on self- interest or passion and the outcome or benefits that an individual would accrue upon employment.

Besides, Dublin, Logrosa, Sosing and Cornillez Jr. (2020) established in their study in Philippine that personality and interest predict and determine students 'career preferences. Interest of students was regarded as the most influential factor for the career preference among students. The study was of significance to the present study because it highlighted some of the intrinsic factors that were investigated by the current study. Likewise, Abel and Chikoko (2020) study in South Africa noted that intrapersonal or intrinsic such as

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personality, career interest, and self-efficacy and personal development influence students' career choice. The study employed phenomenological method and traditional content analysis to analyze data. Although this study was done in South Africa among university students with focus to STEM, it was relevant to the current study since it offered insight on the intrapersonal factors and other concepts that the present study investigated.

In Ghana, the study by Kobia-Acquah, Owusu, Akuffo, Koomson and Pascal, (2020) established that income was the main consideration for career aspiration and career choice. The data collected were analyzed using descriptive statistics and results were presented in frequencies, proportions and percentages while chi-square tests and logistic regression analysis were used to evaluate relationships between variables. Although the study was conducted in Ghana and the respondents were college students, the variables such as career aspirations and interests were shared with the current study.

Likewise, the study by Tesha (2020) in Tanzania revealed that knowledge of career offered through career guidance, self-interest and gender influence career aspirations among high school students. The study adopted qualitative approach while the current study adopts mixed approach. Moreover, Vaghela (2019) study in Tanzania indicated that psychological factors greatly affect career aspirations and choice as compared to the social factors. The study employed both quantitative and qualitative approaches, and used both questionnaire and interview to collect data. The study was relevant to the current study in terms of variables, approach and the instruments used.

In addition, Njongu (2019) conducted a study in Kenya and established that having accurate information on career through guidance and counseling, mass media and favorable school policies on subject selection are the factors that influence students' career choice. The study adopted mixed approach and descriptive survey design. The study was guided by SLTCD by Krumboltz (1976) and contingency theory of career decision making by Woodward (1958). The study focused on factors that influence students career choice as opposed to career aspirations which the current study investigated.

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2.3.3 Extrinsic Factors on Career Aspirations

The study by Carrico, Matusovich and Paretti (2017) in Virginia, USA observed career aspirations of students are influenced by status, outcome expectation and job stability. This meant that students are likely to aspire for careers in which they would realize high professional prestige, meet most of their job expectation and have stability of tenure. Equally, Akosah-Twusami et al. (2019) review also identified financial remuneration, job security, professional prestige and job accessibility as extrinsic factors that influence students' career aspirations.

Similarly, the study by Sarkar (2016) in India also established security or remuneration as one of the major factors that affect students' career aspirations. This implied that students aspired and made subjects selection and career choices that could grant them lucrative jobs in the future. In contrary, the study by Dublin et al. (2020) in Philippine revealed that other factors such as prestige, job environment and remuneration play a very minimal role as compared to the availability of job opportunities in influencing career preferences among students.

According to Abel and Chikoko (2020) study in South Africa, career outcome expectancy such as financial matters, career opportunities and prospects are factors that influence students' career aspirations and choices. Furthermore, Mtemeri (2017) study in Midland province in Zimbabwe established geographical location as one of the factors that influence students' career aspirations and choice. This implies that most students would aspire for jobs that are located or are performed in a safe and conducive geographical location. Correspondingly, study by Abiola (2014) in Nigeria also revealed students' environment as the main factor that influences education aspirations of the students on vocational choices. Although the study by Abiola was based on impact of educational aspirations on vocational choices of female students, it was relevant to the present study since educational aspirations and vocational choices are related to career aspiration. Again, female students form part of the current study population. Likewise, Kobia-Acquah et al. (2020) study in Ghana noted that income from a particular job influences an individual to aspire and choose a particular job. This implies that remuneration or salary one is likely to earn when employed in a given profession is a motivational factor for a given career aspiration and choice.

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2.3.4 Interpersonal Factors on Career Aspirations

In Hong Kong, Hui et al. (2020) observed fulfillment of parental expectations as a major factor that determines students' career aspirations and choice though peer influence was established to be of less significance. In the same way, Tsui et al. (2019) also identified parental influence in addition to prevailing preferences for attaining high qualifications and outcome in public examination as determinants for students' career aspirations in Hong Kong. Likewise, Akosah-Twusami et al. (2019) observed that family members, teachers or educators, peers, and social responsibilities are interpersonal factors that influence youth's career aspirations and decision-making. Both the review by Akosah-Twusami et al (2019) and the study by Hu et al. (2020) were of significance to the present study since they dealt with related concepts and variable hence gave more direction to the current study.

In the same way, Dublin et al. (2020) study in Philippine established parents as influential in students' career aspirations. Additionally, Zeb et al. (2020) in Pakistan noted that there were multiple major factors that affected students' aspirations such as personalities of parents, families, socio-economic status and traditions. The study adopted mixed approach and used both questionnaires and semi-structured interview to collect data. The quantitative data was analyzed using chi-square statistics while qualitative data was analyzed thematically. Moreover, Gungozar (2016) study in Turbat, Pakistan also established that parents, teachers, peers, family members and counselors had great influence. Besides, personality factors like self- interest, ability and capacity were also identified to have influence in students' aspirations and selection among students.

Furthermore, Abel and Chikoko (2020) study in South Africa identified family members and teachers as interpersonal factors that determine career aspirations and decision-making among students. Similarly, in Ghana Owusu et al. (2021) established both parents peer and teachers to have influence on students' career aspirations. In addition, Owusu (2020) study in Ghana revealed that peer pressure and parental interests greatly influenced the career aspirations of students. Both studies by Owusu et al. (2021) and Owusu (2020) used descriptive survey design and descriptive inferential statistical for data analysis. The studies

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were related to the current study since they focused on career aspirations of students which was also the concern of the current study.

In addition, the study by Abiola (2014) in Nigeria established that social and economic status of parents affected the educational aspiration on vocational choices of students. In the same way, Osi (2018) study in Nigeria showed that only finance; socio-economic status of the parents' influenced students' career aspiration and choice because only this could hinder students from studying the courses of their choice. Osi applied Motivation for Occupational Preference Scale (MOPS) by Bakare as data collection tool and analyzed data using mean, standard deviation scores and the hypotheses were tested using independent t-test. The studies by Abiola and Osi are of value to the present study since they discussed concepts and variables that were within the scope of the current research.

Tesha (2020), study in Dodoma noted that family background, peers and friends are influential for students' career choices and aspirations in Tanzania. Besides, the study by Vaghela (2019) indicated that psychological factors greatly affected career choice as compared to the social factors. Both studies by Tesha (2020) and Vaghela (2019) gave insight into the study since they discussed factors that influenced career aspiration and choice which the current study will investigate. The study by Aman and Mkumbo (2016) in Tanzania showed that family play a crucial role in the development of career aspiration of their children. The biological parents were identified to influence their children to develop career aspirations and make decision that align with those of their relatives. The study adopted qualitative approach and the information was collected through focus group discussion and analyzed using thematic coding.

In the same way, Njongu (2019) analysis of factors influencing career choice in Kenya recognized that parental aspirations play a great role in the development of students' career aspirations. The study offered an in-depth analysis of the factors that influence career choice among students that were of relevance to the variable of the current study.

2.4. Summary of Literature Review

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Career aspirations are long- term hopes and ambitions which people develop based on their personal experiences including talents, values, lifestyle and many more (Coursera,2022). Career aspirations are very important and it should be in line with individual ability, passion and labour demand (Mateja & Andrej, 2022; Lorenceau et al. 2021; Du plessis & Ahmed (2020). There are many career aspirations that students can develop in secondary schools including but not limited to being a lawyer, teacher, engineer, entrepreneur, humanitarian, diplomat (Winga, 2021 & Demel and Mayrhofer, 2016). These career aspirations may be indicated by individual's desire to know and uphold the rule of law, impart and share knowledge, pure challenge for entrepreneurial creativity, freedom, security, balance, management and hierarchy, service to a cause, technical-functional competence and internationalism.

The literature reviewed discovered that many students get confused in developing their aspirations and end up completing secondary education with no career course to pursue in the tertiary level of education or just make inappropriate career choice (Koech, 2016; Njeru, 2016 & Ayiro, 2016). Likewise, it was noted that students have diverse career aspirations due to varieties of factors that influence career aspirations (Owusu, 2020). The career aspirations among secondary school students were in constant flux due to various factors that influenced students' aspirations. Therefore, in order to help students to develop informed career aspirations, factors influencing their career aspirations had to be established. Accordingly, the studies established various intrinsic, extrinsic and interpersonal factors that influenced students' career aspirations in secondary schools.

The intrinsic factors included personal interests, aptitudes, personality, self-efficacy, outcome expectations, professional development opportunities and knowledge of career (Akosah-Twusami et al. 2019; Carrico et. al. 2017; Hui et al. 2020; Gungozar, 2016; Sarkar 2016; Dublin et al. 2020; Abel & Chikoko 2020; Kobia-Acquah et. al. 2020; Tesha 2020; Vaghela 2019 & Njongu 2019). Moreover, the extrinsic factors influencing students' career aspirations were; job opportunities, job stability or security, financial remuneration or income, professional prestige or status and job accessibility, and job environment or location (Kobia-Acquah et al, 2020; Dublin et al., 2020; Mtemeri, 2017; Carrico et al., 2017; Abel & Chikoko, 2020). Furthermore, interpersonal factors such as parents, family members, peers,

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teachers, counselors and traditions were established as influential in students' career aspirations (Hui et al. 2020; Tsui et al. 2019; Dublin et al. 2020; Zeb et al. 2020; Njongu 2019; Owusu 2020; Osi 2018; Owusu et al. 2021 & Tesha, 2020).

2.5 Research Gap

According to the literature reviewed from global, regional and local studies, there is importance of developing career aspirations among secondary school students in order to align their ability, passion and labour demand for appropriate career choices in life. Studies observed that students have diverse career aspirations that are in constant flux due to varieties of factors that influence career aspirations (Owusu, 2020 & Owusu et al. 2021). Studies observed that many students get confused in developing their aspirations and end up completing secondary education with no clear career course to pursue in the tertiary level of education or just make inappropriate career choice (Koech, 2016; Njeru, 2016 & Ayiro, 2016). Therefore, in order to help students to develop informed career aspirations, factors influencing their career aspirations had to be established.

The literature had established various intrinsic, extrinsic and interpersonal factors that affect students' career aspirations including but not limited to personal interests, aptitudes, personality, self-efficacy, professional development opportunities, knowledge of careers, job opportunities and stability, remuneration, professional prestige, job environment, parents, family members, peers, teachers, counselors and traditions. Based on the evidence from the literature, most of the studies in the recent past on factors influencing career aspirations were done outside Kenya. The few studies conducted within Kenya were conducted in the distance with the study by Njongu (2019) in Meru County being considered as one of the latest. Even out of studies conducted in the distance past (5 years ago), none of them has been conducted in Ndhiwa sub-county despite the challenges facing secondary students in Ndhiwa Sub County concerning career aspirations and choice (Ministry of Education, 2020).

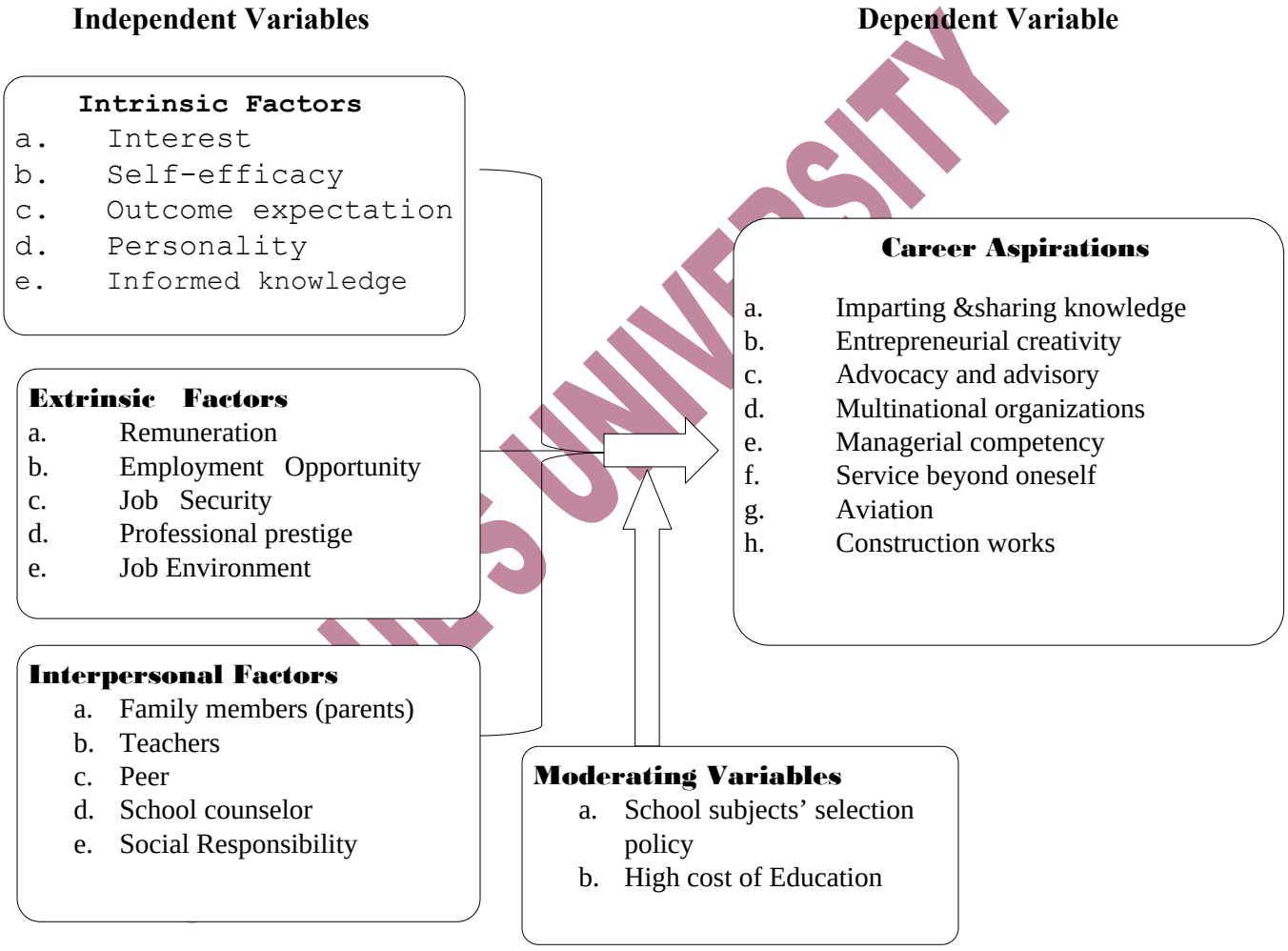
Moreover, the studies reviewed did not rank the factors according to their level of significance to establish the most influential factors. Therefore, this study was to assess factors affecting students' career aspirations in Ndhiwa Sub-County according to their level

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of significance, and update the existing literature by proving the current finding on factors influencing students' career aspirations in secondary schools

2.6 Conceptual Framework

Figure 2.1: Conceptual Framework on factors influencing Students' Career Aspirations



Source: Researcher (2023)

The figure 2.1 above shows a conceptual framework of factors influencing career aspirations of secondary school students. The independent variables are intrinsic factors (interest, self-efficacy, and outcome expectancy, personality, and informed knowledge), extrinsic factors (remuneration, employment opportunity, job security, professional prestige, and job environment) and interpersonal factors (family, teachers, peer,

counselors and social responsibility).The framework demonstrates that the independent variables influence students' career aspirations which are a dependent variables and manifested by indicators such as but not limited to desire to; impart and share knowledge (teaching), entrepreneurial creativity (business), advocacy and advisory (lawyer and advocate), joining multinational organizations (diplomat), managerial competency (manager) , service beyond oneself (humanitarian), aviation (pilot, air hostess), construction and engineering works (engineers).

The figure demonstrates that as the students' career aspirations are being influenced by the independent variables; intrinsic, extrinsic and interpersonal factors, they are being moderated by moderating variables such as high cost of education. For instance, a student may have interest in a given career and develop an aspiration in it but due to higher costs of training and education in that career, the students may drop the aspirations and aspire for another profession that is less expensive and affordable in terms of training costs.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section presents the research designs, research approach, study area, target population, sampling procedure and sample size, description of the research instruments, validity and reliability of the instruments, the procedures for data collection and analysis, and ethical considerations in the study.

3.2 Research Design

Convergent parallel mixed method design was used to collect, analyze and compare or relate both qualitative and quantitative data then interpreting them (Creswell, 2009). The design was used because it allowed the researcher to collect both quantitative and qualitative data at the same time. Besides, it enabled the researcher to converge or merge quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. This also made it easier to integrate findings in the interpretation and discussion of the overall result and allowed explanation and probation of contrasting findings.

3.3 Study Area

The study was conducted in Ndhiwa Sub-County in Homa-bay County. Ndhiwa was the most populated sub-county in Homa-bay with a total of 218,136 people according to (Kenya Census Data, 2019). The main economic activity in Ndhiwa was agriculture that entails planting of sugar cane, cereal crops growing and livestock husbandry. There were 50 public secondary schools with 550 teachers, and a total of 15,835 students of which 3948 were in form three (Ndhiwa Sub-County TSC Office, 2022). Majority of the youth from Ndhiwa Sub-County were form four drop outs who engaged mostly in farming and motor bike riding "boda boda" (Homa Bay county, Ministry of Education, Capital Development and Vocation Training, 2022). The researcher hailed from this sub county and selected it because it was one of the sub counties in Kenya where no adequate studies had been conducted in the recent past on students' career aspirations and many cases of secondary school finishers from the region engaged in sugar cane cutting and other farming activities. Consequently, conducting study in the region helped to establish factors that influence students' career aspiration in the region.

3.4 Target Population

The target population of this study was 15,835 form three students and 562 teachers from 50 public secondary school in Ndhiwa Sub-County. However, only form three students were to take part in the study since they had made subjects selection and had career aspirations which were being investigated by the study. Additionally, they were likely to avail themselves as respondents unlike form four students who were in their very last stage of preparations for

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KCSE examination and could not have time to participate in data collection process. Teachers were also targeted because they were responsible for nurturing and guiding the students' potentiality into career aspirations within the school set up hence were able to determine factors that influence career aspirations of students in secondary schools. Only public secondary schools were targeted because they were the majority and their principals were more likely to honor the research permit and allow the researcher to collect data with minimal restrictions as compared to private schools. The distribution of the target population is shown in Table 3.1:

Table 3.1: **Targeted of Population**

	Public Secondary in Ndhiwa	**Total No. of Students**	**Form 3 Students**		**Teachers**	
			Boys	**Girls**	**Male**	**Female**
TOTAL	**50**	**15,835**	**1,912**	**2,036**	**406**	**156**
			3,948		**562**	

Source: **Ndhiwa Sub-County TSC Data (2023)**

3.5 Sampling Techniques and Sample Size

Both probability and non-probability techniques were used to sample the respondents, from the 50 public secondary schools with a population of 15,835 students and 562 teachers. However, only 12 % (6) of the schools were sampled using convenient and judgmental sampling techniques. These 6 secondary schools were purposively identified since they had all the common and unique features of all the schools so as to make them representative. Therefore, a cluster of schools considering the nature of the schools as gender (boys or girls), mixed (both boys & girls), boarding (day or boarding), semi-boarding and their location.

Only 3948 form three students and 562 teachers from 50 schools were to be sampled. The 6 schools, with a total of 1049 form three students and 156 teachers, was where 211 students and 14 teachers' respondents were drawn. Out of the 1,049 form three students from the 6 schools, 20 % were sampled from each of the selected schools using simple random sampling techniques. In mixed schools, the students were first stratified based on gender and then equal number of boys and girls were chosen using simple random sampling. Likewise, out of the 128 teachers, a sample size of 14 was selected by calculating 10 % of the teachers from each of the

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selected schools. The 14 selected teachers were then purposively sampled to ensure that teachers dealing with career guidance and counseling were considered for the study.

Therefore, sample population was 211 students and 14 teachers which was a total of 225 respondents. The sample size was above 10 % of the targeted population which was representative enough according to Gay and Arasian (2003) who observed that a sample size of 10 % to 30 % of the targeted population was representative enough. Out of the 50 schools, 6 (12 %) of the schools were selected and 20 % of the students in form three and 10 % of the teachers from the 6 selected schools formed the respondents as illustrated in table 3.2:

Table 3.2: Proportionate Sample Per Secondary school

No	Public Sec.	All students	Form 3 Students	Sampled Students		All Teachers	Sampled Teachers
				Boys	Girls		
1.	Ratanga Boys	1010	250	50		30	3
2.	Obera Boys	561	140	28		20	2
3.	Mirogi Girls	688	172		35	14	2
4.	Magina Girls	668	167		34	26	3
5.	AluorMixed Sec.	520	130	13	13	18	2
6.	Ojode Pala Sec	750	190	19	19	20	2
	TOTAL	**4,199**	**1,049**	**110**	**101**	**128**	**14**
				211			**14**

Source: **Researcher (2023)**

3.6 Data Collection Instruments

The research instruments for collecting data in this study from the sampled respondents were questionnaires, Focus Group Discussions (F.G.D) and interview schedule. The use of three instruments was to help the researcher to collect both quantitative and qualitative data and to ascertain information given.

3.6.1 Questionnaire

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The questionnaire was employed to collect data from selected 211 students. This is because it was convenient to conduct survey and to acquire necessary information from large number of respondents within a short period of time using a questionnaire. The questionnaire consisted of closed and open-ended questions. The closed ended questions enabled the researcher to obtain quantitative data. The open-ended questions allowed the respondents to express their views in their own words. The open-ended questions also enabled the researcher to collect qualitative data. Each item in the questionnaire was developed to address specific research objective.

The questionnaire for students had four sections; section **A** focused on demographic characteristics of the respondents in the study, section **B** investigated on intrinsic factors that influence students' career aspirations, section **C** was on extrinsic factors that influence students' career aspirations, section **D** was on interpersonal factors that influence students' career aspirations in school.

3.6.2 Focus Group Discussion

Focus Group Discussions (FGD) were used to collect qualitative data from students who were part of 211 sampled students. The FGDs helped to solicit students' discussed responses on factors influencing their career aspirations in a deeper and more elaborate way based on their attitude, perceptions, knowledge and experiences on career aspirations. Moreover, it helped to distil intrinsic, extrinsic and interpersonal factors affecting students' career aspirations. The sampled students were put in groups of 8 to 10 participants. Each group was given discussion questions based on the objectives of the study and the secretary recorded the findings of the group.

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3.6.3 Interview Schedule

The interview was used to gain more, complete and detailed information and understanding from the 14 teachers who were mainly career guidance and counseling teachers. The researcher conducted the interview using semi-structured interview guide in a friendly and impartially manner. The use of interview guide enabled the researcher to ask questions in a logical sequence and therefore ensured that all questions planned for the study were asked (Barbour,

2008). Furthermore, the researcher also sought the consent of each respondent to use Smartphone to audio record the interview session with assurance of privacy and confidentiality. The recording freed the researcher from taking notes during the interview and allowed for an accurate retrieval of the information. The interview was used in order to achieve all the three objectives of the study.

3.7 Pilot Study

A pilot study was carried out to determine the validity and reliability of the research instruments, where the responses of the respondents were checked against the research objectives. The pilot study was conducted on 10 % of the sampled respondents who were part of the targeted population but not in the sample size prior to data collection. This implied that 22 students participated in the study which represented 10% of the sampled population, which is generally recommended by social researchers. The pilot study was done in Ndisi mixed secondary school. The purpose of this testing was to obtain responses to complete research objectives, to test whether the wording of questions was suitable and clear to the understanding of the respondents which was the face validity of the instruments, to develop a suitable procedure for administering the instrument regarding field conditions, and to test whether the content of the instrument was relevant and adequate (Cohen, 2011). Additionally, the pilot study sought for objective opinion as to how questions could be made easier to understand, avoid any bias or leading questions and or avoid any potential ambiguity.

Furthermore, act of pre-testing the instruments aimed at assessing whether the questions were answerable, clear, specific, interconnected, and substantial (Baxter, 2008). The whole process enabled the researcher to fine-tune the questions; also some ambiguous questions were removed while others were rephrased. After pilot testing, the observation and views of the respondents were considered and used for the adjustment of the instruments to certify their trustworthiness.

3. 8 Validity and Reliability of Research Instruments

3.8.1 Validity of the Instruments

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Validity is the degree to which a study accurately reflects the specific concept that the instruments intended to measure (Kombo, 2006). Likewise, according to Joppe (2000) validity determines whether the research instrument truly measures that which it is intended to measure or how truthful the research results are. In other words, does the research instrument allow the researcher to hit "the bull's eye" of the research. The validity of the instruments was tested by taking the instruments to the researcher's supervisors to ascertain whether the item in the instrument could measure what they were expected to measure according to the objectives of the study. Additionally, piloting was done to improve on face validity of the instruments. Moreover, peers were also engaged to test the validity of the instruments. The supervisors' advice or suggestions were used to improve the face and content validity of the instrument.

3.8.2 Reliability of the Instruments

Reliability refers to the degree of consistency that the instruments or tools show on repeated trials (Joppe, 2000). Similarly, Kothari (2014) defines reliability as the degree to which a test is consistent and stable in measuring whatever it is measuring. To test for reliability of the instruments for collecting quantitative data, the researcher conducted test-retest in a pilot study on 10 % of the sampled population. Those who took part in the pilot study were from the target population but not among the sampled population. The respondents responded to questionnaires drawn using a 5- point Likert scale of strongly agree, agree, undecided, disagree and strongly disagree. The results from test-retest pilot study were keyed separately in Statistical Program for Social Sciences (SPSS) 20.0 version to calculate reliability of the instruments using Cronbach's Alpha coefficient. The scores of the two tests were found to correlate in Cronbach's coefficient alpha as indicated below:

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Table 3.3: Reliability of the Instruments

	Cronbach's Alpha	**Number of Items**
Test	0.968	13
Retest	0.984	13

Thus, 0.968+ 0.984 = 1.952/2

r = 0.976

The test and retest were found to be r= 0.976 which is r > 0.75, hence the instruments were reliable (Adams & Wieman, 2010). Moreover, to test for the trustworthiness of the instruments for collecting qualitative data, the researcher ensured that there was credibility, transferability, dependability and conformability. Additionally, during data collection process, thick description of the phenomena under scrutiny was done and different informants were used to ensure credibility. The researcher also provided the background data to respondents to establish context of study and detailed description of phenomena in question to allow comparison to be made in order to enhance transferability. Furthermore, overlapping methods of description was adopted to allow study to be replicable in order to guarantee dependability. Finally, the researcher admitted her beliefs and assumptions to safeguard conformability of the study.

3.9 Data Collection Procedures

The researcher obtained an introductory and a research clearance letter from St. Paul's University (SPU) and thereafter sought for research permit from National Commission for Science Technology and Innovation (NACOSTI). NACOSTI issued a letter of authorization which allowed the researcher to collect data. The researcher also sought authorization from the Deputy County Commissioner (DCC) and Sub-County Director of Education of Ndhiwa Sub-County where the study was located before going to the schools to collect data. Before commencing data collection from the respondents, a schedule showing the date and time of data collection was prepared in consultation with the school heads of the selected schools. On the first day of data collection, questionnaires were distributed to participants in one school and filled in the presence of the researcher. The data was analyzed in order to test the reliability of the instruments. The instruments were established to be reliable; hence the researcher proceeded with the data collection process straight away as planned.

The researcher went to the selected schools and personally administered questionnaires to students and conducted interviews for the teachers within three weeks. Interview with career guidance and counseling teachers was conducted by the researcher based on scheduled dates and time convenient to the respondents which was on the dates of administering the

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questionnaire in the same school. Similarly, the ICT/Computer students' FGD were conducted on similar days of questionnaire administration and interviews, hence it took only three weeks. The data collection precisely took a period of three weeks. The SPU ethics board ensured that all the research ethics considerations were considered and adhered to throughout the study period and any form of violation was addressed accordingly.

3.10 Data Analysis

Quantitative data collected through questionnaires was analyzed using descriptive statistics in the Statistical Package for Social Science (SPSS) version 20.0 and the results were presented in tables of frequencies and percentages. However, qualitative data was analyzed using thematic analysis. In order to strengthen the report, direct quotations and excerpt from thematic coding was utilized in the presentation of the findings. Contradictions or incongruent findings between quantitative and qualitative data were explained or further probed qualitatively through discussion, explanations and statements. Moreover, linear regression analysis was further used in order to establish the extent to which the intrinsic, extrinsic and interpersonal factors were related to the students' aspirations. Qualitative and quantitative data were presented separately for more clarity since they were separate type of data.

3.11 Ethical Considerations

The study followed the acceptable research ethics as articulated by Creswell (2014). The researcher carefully observed research rules and regulation before, during and after collection of data in the field. Before data collection, the researcher got a clearance letter from St. Paul's University Research Ethics board and research permit from NACOSTI, DCC of Ndhiwa, and director of education of Ndhiwa Sub-County. Ethical consideration reminded the researcher of the need to be responsible in order to protect privacy and welfare of human subject as well as to acknowledge and keep the public information. Respondents' consent was sought before engaging them in the study.

Confidentiality and anonymity were maintained by using numbers or letters and by not asking respondents to write or mention their names on the questionnaire and during interviews. This was to respect the right of respondents to have their identity remain anonymous. Respondents'

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feedbacks were treated with utmost respect. Results of the study were accurately and honestly communicated; plagiarism was avoided through acknowledging the sources. The respondents' permission was sought before audio recording of the interview sessions. The SPU ethic board ensured that all the research ethics were considered and adhered to throughout the study period and any form of violation was addressed accordingly.

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CHAPTER FOUR

DATA COLLECTION, PRESENTATION, ANALYSIS AND DISCUSSION

Introduction

This chapter presents analyses and discusses the findings of the study based on the three objectives of the study:

i) To evaluate intrinsic factors that influence career aspiration among students in public secondary schools in Ndhiwa Sub County.

ii) To determine extrinsic factors that influence career aspiration amongst students in public secondary schools in Ndhiwa Sub County.

iii) To evaluate interpersonal factors that influence career aspiration among students in public secondary schools in Ndhiwa Sub County.

4.2 Questionnaires Return Rate

Questionnaires return rate is the number of respondents who answered the questionnaires and returned them to the researcher divided by the number of respondents who were given the questionnaires**.** Questionnaires were administered to 211 students by the researcher and all the respondents returned their dully filled questionnaires to the researcher as tabulated below.

Table 4.1: Respondents Rate

Sample Respondents	**Successful Respondents**	**Questionnaire Return Rate**
211	211	100 %

Source: Field Date (2023)

The response rate of 100 % was excellent since; 50 % response rate is adequate for statistical analysis, 60 % is good, 70 % is very good and 100 % is excellent.

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4.3 Demographic Information of the Respondents

There were two categories of respondents in this study namely students and teachers. However, only the demographic information of the students' respondents is likely to influence the study since their career aspirations may be affected by their nature or characteristics. There were 211 form three students from selected 6 secondary schools in Ndhiwa Sub-County who took part in the study. Students formed the population since their career aspiration was the subject under investigation by the study. Correspondingly, only form three students took part in the study since they had made their subjects selections, were

available for study and had clear understanding of the study. The demographic information of the respondents includes gender, schools, career aspirations, and when their aspirations started developing as tabulated and interpreted to give meaning of the data.

4. 3.1 Respondents' Gender

Table 4.2: Gender of Respondents

Sex	Frequency (F)	Percentage (%)
Male	110	52
Female	101	48
Total	**211**	**100**

Source: Field Data (2023)

The table 4.2 above indicates that the gender distribution of the respondents were 52 % male and 48 % female. This implies that the number of boys and girls who participated in the study were almost the same although boys were slightly more by 4 %. In this regard the study was gender impartial and balanced.

4. 3.2. Respondents' Schools

Table 4.3: Schools of Respondents

School	Frequency (F)	Percentage (%)
Boys	2	33.3
Girls	2	33.3
Mixed	2	33.3
Total	**6**	**100**

Source: Field Data (2023)

The table 4.3 indicates that schools of the respondents were equally distributed. The same number of students was sampled from boys, girls and mixed schools hence representing all kind of students and schools and giving no particular advantage or preference to some schools or students.

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4. 3.3 Career Aspirations of Respondents

Table 4.4: Career Aspirations of Respondents

Career Aspirations	F	(%)
Work that involves imparting and sharing knowledge with others like **teaching**	55	26
Work related to entrepreneurship/ business creativity like having your **business**	23	11
Work related to law, advocacy, advisory like being a **lawyer** or an **advocate**	32	15
Working in other countries with multinational organizations as **diplomat/ ambassador**	6	3
Work related to management & leadership skills/ competency like being a **manager**	15	7
Work involving charity and support to poor/ needy people in the society as **humanitarian**	10	5
Working in aviation industry as air hostess, pilot etc. **aviation**	7	3
Work that involves design, constructions and **engineering work**	35	17
Working in other fields or profession not mentioned here **different aspirations**	4	2
Not aware of areas where I am interested to work in the future **no clear aspirations**	24	11
Total	**211**	**100**

Source: Field Data (2023)

The table 4.4 above illustrates that the students have variety of career aspirations which implies that students have different career interests and they should be supported with relevant

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information in order to have informed career aspirations and decisions. Teaching was aspired most by the respondents (26 %). However, there were students (11 %) who did not have clear aspiration at form three which showed that their subject selections were not driven by career aspirations.

4.3.4 When Career Aspiration Started Developing

Table 4.5: When Career Aspiration Started Developing

Class/ Level	Frequency	Percentage (%)
Primary	23	11
Form 1	35	17
Form 2	126	50
Form 3	15	7
Not Aware	32	15
Not yet started/developed	0	0
Total	**211**	**100**

Source: Field Data (2023)

Table 4.5 demonstrates that career aspirations are mainly developed in secondary schools (74 %) with only 11 % being developed in primary schools. All the respondents had career aspirations although some of them (15 %) were not aware when the aspirations started developing, implying that career aspirations spontaneously grow over time. Respondents with career aspirations are relevant in the study since they are more likely to understand factors that influenced their aspirations.

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4.4 Findings from Quantitative Data

The quantitative data were collected from students using the questionnaires in order to address the three objectives of the study. The finding from 211 students was tabulated, interpreted and discussed below according to the objectives of the study.

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4.4.1 Intrinsic Factors that Influence Students' Career Aspirations

The first objective of the study was to identify intrinsic factors that influence career aspiration among students in public secondary schools in Ndhiwa Sub County. The students were asked to indicate their responses in 5 – likert scale of **1** (**Not True at all**), **2** (**Not True for me**), **3** (**Neutral**), **4** (**True for me**) and **5 (Very true for me)** and their results is tabulated below:

Table 4.6: Intrinsic Factors that Influence Students' Career Aspirations

How true are the following statements on how your career aspiration is influenced	**True n=211 f (%)**	**False n= 211 f (%)**
As a student, I would aspire for career that match with my **interests** since I would be the one to pursue it	185(88 %)	26(12 %)
Students aspire for careers which are in line with their faith, religion, culture, customs and **belief**	98(46 %)	113(54 %)
Students consider and aspire for career based on their attitude, feelings and **personality**	160(76 %)	51(24 %)
Students aspire for career based on the **knowledge** they have on the career and their **ability** to do them	149(71 %)	62(29 %)

f= Frequency, %= Percentage, n = Number of respondents.

Source: Field Data, SPSS Analysis (2023)

The information in table 4.6 above is summarized to show only the numbers of students who agreed or disagreed with statements those students' career aspirations are influenced by the above factors. This is because those who indicated ***true for me*** and ***very true for me*** were both saying **true** or agreeing likewise those who indicated ***not true at all*** or ***not true for me*** were on the same side disagreeing with the statement or saying false. According to table 4.5, the majority of respondents 185(88 %), 160(76 %) and 149(71 %) observed that students would develop career aspirations based on their interest, personality, knowledge or ability respectively.

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However, a few respondents, less than a half 98 (46 %) agreed that career aspirations amongst students would be influenced by belief (faith, religion, culture and customs). In this regard, the most intrinsic factors that influence students' career aspirations is interest, followed by personality and knowledge or ability of the students with belief being the least effective factor.

4.4.2 Extrinsic Factors that Influence Students' Career Aspirations

The second objective of the study was to determine extrinsic factors that influence career aspiration among students in public secondary schools in Ndhiwa Sub County. The respondents were asked to indicate their responses in 5 – likert scale of Strongly Agree **(SA) = 5,** Agree **(A) = 4,** Undecided **(U) = 3,** Disagree **(DA) =2,** Strongly Disagree **(SD) =1** and the results is illustrated in table 4.7 below:

Table 4.7: Extrinsic Factors that Influence Students' Career Aspirations

Do you agree that the following factors influence your career aspirations/ ambitions	**Agree n=211 f (%)**	**Disagree n= 211 f (%)**
The amount of money that you will be paid for doing work as **wages salary/ payment**	200 (95 %)	11(5 %)
The career with more market/demand and guarantees immediate **employment opportunities**	211(100 %)	0(0 %)
Career that ensure long term contracts, little dangers and stability of tenure (**Job security**)	190(90 %)	21(10 %)
Career that make you feel proud, satisfied, honored valued (**professional prestige**)	100(47 %)	111(53 %)

f= Frequency, %= Percentage, n = Number of respondents.

Source: Field Data, SPSS Analysis (2023)

The information in table 4.7 above shows the results and responses of the respondents as either agree or disagree because those who agreed or strongly agreed with the statements generally agreed just as those who disagreed or strongly disagreed basically disagreed. The findings revealed that all students 211(100 %) are influenced to aspire for careers that guarantee an employment opportunity. Similarly, majority of students would aspire for careers which would offer them good salary or payment 200(95 %) and good job security or stability of tenure

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190(90 %). Nevertheless, students never considered professional prestige (social status, values and honour) as crucial factor that influence their career aspirations 100 (47 %).

4.4.3 Interpersonal Factors that Influence Students' Career Aspirations

The third objective of the study was to evaluate interpersonal factors that influence career aspiration among students in public secondary schools in Ndhiwa Sub County. The respondents were asked to indicate their responses in 5 – likert scale of Strongly Agree **(SA) = 5,** Agree **(A) = 4,** Undecided **(U) = 3,** Disagree **(DA) =2,** Strongly Disagree **(SD) =1** and the results is tabulated below:

Table 4.8: Interpersonal Factors that Influence Students' Career Aspirations

Do you agree that the following factors influence your career aspirations/ ambitions	**Agree n=211 f (%)**	**Disagree n= 211 f (%)**
Parents' attitude, interest, profession, knowledge, education, social and economic status(**parents)**	198 (94 %)	13(6 %)
Siblings' attitude, interest, profession, knowledge, education, social and economic status(**siblings)**	150(71 %)	61(29 %)
Teachers' interest, guidance and counseling, motivation, knowledge, influence(**teachers**)	180(85 %)	31(15 %)
Peers or friends' attitude, interest, education, knowledge, economic and social status (**peers or friends**)	86(41 %)	125(59%)
Social responsibility, roles, norms, customs and expectations of the community or society (**social responsibility**)	78 (37 %)	133(63 %)

f= Frequency, %= Percentage, n = Number of respondents.

Source: Field Data, SPSS Analysis (2023)

Table 4.8 above shows the results responses of the respondents as either agree or disagree because those who agreed or strongly agreed with the statements generally agreed just as those who disagreed or strongly disagreed basically disagreed. According to the findings,

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career aspirations is mostly influenced by parents 198 (94 %), teachers 180 (85 %), and siblings 150 (71 %). However, the respondents did not regard peer or friends 86 (41 %) and social responsibility78 (37 %) as major factors that influence students' career aspirations.

4.5 **Regression Analysis to Address the Major Research Question**

The major research question in this study was to establish factors that influence students' career aspirations in public secondary schools in Ndhiwa Sub-County. The linear regression analysis was adopted in order to address the key research question and the tables below show the analysis.

Table 4:9 Variables Entered/Removed [a]

Model	**Variable Entered**	**Variables Removed**	**Method**
1	Factors [b]		Enter

a. Dependent variable: Factors

b. All requested variables entered.

Source: Field Data, SPSS Analysis, 2023

The factors were: Intrinsic (interest, belief, personality & Knowledge/ability), Extrinsic (salary/payment, employment, job security, professional prestige) and Interpersonal (parents, siblings, teachers, friends & social responsibility). The table 4.9 above shows that all the requested variables were entered and given equal significance. The variables entered shows role as independent variable used in the analysis. Again, variable removed column is blank since no variable was removed.

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Table 4.10: Summary of Regression Analysis

Factors	R	R Square	Adjusted R Square	Std. Error	Anova	Sig.	UStd. B	Std.B
Employment Opp.	.990	.660	.650	1.30660	.000	.000	0.808	0.680
Salary/ Payment	.982	.620	.608	1.30025	.001	.000	0.721	0.601
Parents	.924	.600	.588	1.00021	.020	.000	0.710	0.552
Job security	.906	.540	.515	1.41236	.000	.000	0.694	0.508
Interest	.860	.510	.500	1.25701	.000	.000	0.664	0.480
Teachers	.821	.480	.460	0.14000	.006	.000	0.653	0.439
Personality	.791	.436	.424	1.48902	.001	.000	0.644	0.360
Knowledge /ability	.750	.420	.404	1.26006	.003	.000	0.620	0.322
Sibling /relatives	.703	.211	.190	1.34624	.210	.000	0.561	0.282

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Professional Prestige	.623	.180	.135	1.46129	.000	.000	0.554	0.250
Belief	.575	.113	.110	1.00020	.002	.000	0.531	0.214
Peer/ friends	.420	.073	.018	1.92740	.121	.000	0.504	0.168
S. responsibility	.311	.068	.050	1.69166	.000	.000	0.474	0.069

a. Predictors: (Constant), Factors

Source: Field Data, SPSS Analysis, 2023

The model summary table above shows the summary of the results of regression analysis from SPSS. From the analysis above correlation (R) variables showed that the variables were correlated hence there is a cause-effect relationship. The R-value always ranges from -1 to +1 where -1 is a perfect negative correlation, +1 is a perfect positive correction and 0 indicates no linear correlation between the variables. Since the R values were greater than 1, then there is a positive correlation between all the investigated factors and the students' career aspirations.

Further, the R Square measures the total influence of independent variable on dependent variable and it is expressed in percentage (%), hence it indicates the percentage of level of career aspirations which is influenced by every factor. For instance, in this analysis, employment opportunity has R Square =0.660 which implies that 66 % of the students' career aspirations are influenced by employment opportunity. Moreover, the Adjusted R Square shows that the research conceptual framework contained no variables that were unnecessary for the prediction of the research outcome. This is because the difference between the Adjusted R Square and the R Square of all the factors were less than 0.05 which

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is insignificant. For instance, employment opportunity R (0.660) is 0.010 which is insignificant.

In addition, based on the analysis it can be deduced that the prediction around the regression line was accurate since the Standard Error of the Estimate of all the factors were close to the true value -2 to +2. For example, employment opportunity has Standard Error of the Estimate ranges of 1.30660. Again, the ANOVA test which shows whether the linear regression results gotten using the sample can be generalized to the population that the sample represents was valid since the ANOVA results of all the factors were less (<0.05) which is treated as significant.

The analysis also shows a strong significance between the independent variable (factors) and dependent variable (students' career aspirations) in the linear regression. This due to the fact that sig. <0.000 which is less than 0.05. Correspondingly, the Unstandardized B (Beta) which basically represents the slope of the regression line between the independent and dependent variables by showing how much one-unit increase in the independent variable and how much the dependent variable will increase. According to the findings in the table above, every one-unit increase in any of the factors, the students' career aspirations increase by a positive value. For instance, a unit increase in employment opportunity increases career aspiration by 0.808. Similarly, there is a positive relationship between independent variable (factors) and dependent variable (career aspirations) since the standardized Coefficient Beta of all the factors were within the required range of -1 to +1. For example, employment opportunity (B) = 0.680 which is within the range.

4.6 Findings from Qualitative Data

The respondents were asked questions in the Questionnaires, Focused Group Discussions and in the interviews which sought for the narration and explanation of their ideas, attitudes and opinions on factor that influence students' career aspirations in public secondary schools in Ndhiwa Sub-County. The factors were grouped as intrinsic, extrinsic and interpersonal factors. The data obtained were thematically coded as presented in the table 4.10 below.

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Table 4.11: Thematic Analysis Coding

Factors	Transcripts (Verbatim Quotes)	Themes	Codes
Intrinsic	*Career aspiration should basically be influenced by Individual interest since without interest one can't successful pursue a career and with no interest, performance will be low...(**GD 2**)*	Individual Interest	II
	*I would not always consider my religion, faith, and customs before developing any career aspiration since our society is not divided a long believe and every person need services... (**GD 4**)*	Belief	B
	*Individual attitude, feelings and personality always play a major role in developing career aspiration. Going against my personality is being dishonest and unrealistic...(**GD 6**)*	Individual Personality	IP
	*Students should never aspire or make career choices before having adequate knowledge on its requirement, demand, and to access his or her ability/suitability for such career...p (**I 3**)*	Knowledge & Ability	KA
Extrinsic	*Most of the students tend to develop career aspirations on courses/career which have high salaries/ payment. This is because of hard economic times and high training costs (**I 5**)*	Salary &Payment	SP
	*Due to high level of unemployment today, I mainly aspire for career with high demand in the market. There is no reason at all to do career that will not give me a job... (**GD 8**)*	Employment opportunity	EO
	*To secure permanent job is not easy nowadays, there are many short term contracts which keep employees on and off the job, I would aspire for a job which is permanent and pensionable with stability of tenure (**GD 10**)*	Job security	JS
	*With the hard economic time today, many students never consider only careers which make them proud & valued, the job opportunity, salary/ payment and security come firs... (**I 7**)*	Professional Prestige	PP

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Interpersonal	*Majority of students' career aspirations are influenced by parents' attitude, interest, profession, economic status e.t.c and is difficult for children to go against parents' interest...(**I 9**)*	Parents	P
	*Relatives can influence our career aspiration because I was influenced by my cousins and nephews career path and they sponsored my education after the death of my parents... (**Q 30**)*	Siblings	S
	As teachers, it is our duty to offer career guidance and counseling to make students make proper aspiration based on interest, ability and the prevailing job demand/market... (I 13)	Guidance & Counseling	G&C
	*Age mates, friends and classmates influence our aspirations for careers since we tend to listen to their advice (**Q 60**)*	Friends or Peers	F
	*As a student I wouldn't consider social roles and expectations to greatly influence my career aspirations (**GD 12**)*	Social Responsibility	SR

Source: Field Data (2023)

Table 4.11 above illustrates the findings from qualitative data which were categorized into factors and coded into themes as follows; Intrinsic factors were; Individual Interest (II), Belief (B), Individual Personality (IP), Knowledge & Ability (KA), Extrinsic factors included; Salary & Payment (SP), Employment Opportunity (EO), Job Security (JS), Professional Prestige (PP) and interpersonal factors were; Parents (P), Siblings (S), Guidance and Counseling (G&C), Friends or peers (F), and Social Responsibility (SR).The coding of the responses from the open-ended questionnaires, focused group discussions and interviews was important because it allowed the researcher to categorize, retrieve and analyze the data by clustering and comparing the themes with the identified research problem.

4.7 Discussion of Findings

The findings from both quantitative and qualitative data are discussed together according to the three objectives of the study.

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4.7.1 Intrinsic Factors that Influence Students' Career Aspirations

Table 4.6 demonstrated that majority of students 185 (88 %), 160 (76 %) and 149 (71 %) would develop career aspirations based on their interest, personality, knowledge or ability respectively. However, only few students 98 (46 %) indicated that they would consider their belief (faith, religion, culture and customs) in developing their career aspirations. Similarly, the same result was established by linear regression analysis in table 4.10 which showed positive correlation (cause-effect relationship) between all the factors and students career aspirations since the standardized coefficient Beta of all the factors were within the required range. Moreover, ANOVA test proved that the results could be generalized. In this regard, the most intrinsic factors that influence students' career aspirations is interest, followed by personality and knowledge or ability of the students with belief, being the least effective factor.

Career interest is the feeling of wanting to know, learn or do something about career. Interest is regarded to have more influence in career aspirations. Any individual who is not coerced by extrinsic factors has to pay more attention on personal interest because it would be difficult to make an aspiration for a lifelong career which is against one interest. In this regard, 185 (88 %) of the students agreed that their career aspiration was influenced by their interest. Correspondingly, one of the students stated in a group discuss as follows:

Career aspiration should basically be influenced by Individual interest since without interests one can't successfully pursue a career and with no interest, performance will be low…(GD 2).

The student's statement is putting more emphasis on personal decision and responsibility one has over career aspirations and choice. It expounds that even if one may be influenced by other factors apart from personal interest to develop a given aspiration, it would be close to impossible for such a person to excel in the aspiration and the career path. The result is in accordance with the findings of Hui et al. (2020) in Hong Kong, who established personal interest as one of the determinants of career aspirations.

Personality is regarded as a combination of characteristics or qualities that form an individual distinctive character. Every career requires special qualities in order to perform it successfully,

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for instance, those interested in humanitarian acts and charity services must be filled with great love and compassion for the suffering and the needy, in order to serve well. Personality detects the attitude and feelings of an individual and can also gauge the potentiality, abilities and suitability of an individual for a particular career. Majority of the students 160 (76 %) observed that individual personality should be considered in career aspirations development as one of the students opined in group discussion;

*Individual attitude, feelings and personality always play a major role in developing career aspiration. Going against my personality is being dishonest and unrealistic...(*GD 6*).*

The study result is in accordance with Abel and Chikoko (2020) in South Africa which established personality as a key influencer in career aspirations.

Career knowledge is facts, information and skills acquired through education or experience about career. The knowledge will involve career available, their requirement and demand to undertake them. In the school set up, students can better access such knowledge from the career or/and guidance and counseling teachers and career hand book. It carries knowledge that enables students to have informed aspirations based on interest, opportunities and ability. Moreover, knowledge is also understood as skills, competency and ability that one has on a particular career which is likely to propel aspirations. For instance, students with prior knowledge and ability in business would be more likely to develop aspiration on entrepreneurial courses. A good number of students 149 (71 %) were in agreement that knowledge and ability should be considered in career aspirations development. One of the teachers noted during the interview that;

*Students should never aspire or make career choices before having adequate knowledge on its requirement, demand, and to access his or her ability/suitability for such career... (**I 3**).*

The emphasis on career knowledge and ability as a factor for career aspiration was also revealed Tesha (2020) in Tanzania and Njongu (2019) in Kenya who both noted that students should be given adequate and accurate information in order to make informed career aspirations.

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Belief is basically a sure feeling that someone or something exist without a proof. It is much attributed to religion, faith, customs or experience. Belief as a factor for career aspirations would imply individual belief in his or her ability to undertake or perform in a particular career (self-efficacy). Basically, in this case, it implies a system of customs and religious or faith doctrines that are likely to influence individual career aspirations and choice. According to table 4.6 only few students 96 (46 %) agreed that they considered belief in their aspirations, this is reflected in regression analysis in table 4.10 that only 11 % of career aspirations are influenced by students' belief. Similarly, a student had this to narrate on the correlation between belief and career aspirations:

*I would not always consider my religion, faith, and customs before developing any career aspiration since our society is not divided a long belief and every person need services (**GD 4**)*

The excerpt above shows that religious belief or faith should not be a major determinant of career aspirations. Any aspirations should be developed on desire to offer service to everyone without much consideration of the religion. Although, Akosah-Twusami et al (2019) also observed the need to pay attention to belief in career aspirations, the authors placed more attention on it since the reviews were conducted in many religious states like the Arabian countries.

4.7.2 Extrinsic Factors that Influence Students' Career Aspirations

The Findings presented in table 4.7 revealed that all students 211 (100 %) are influenced to aspire for careers that guarantee an employment opportunity. Similarly, majority of students would aspire for careers which would offer them good salary or payment 200 (95 %) and good job security or stability of tenure 190 (90 %). Nevertheless, students never considered professional prestige (social status, values and honour) as crucial factor that influence their career aspirations 100 (47 %). Correspondingly, linear regression analysis in table 4.10 established strong positive correlation (cause-effect relationship) between all the extrinsic factors and students career aspirations since the standardized coefficient Beta of all the factors were within the required range of -1 to 1. Moreover, ANOVA test proved that the results could be generalized. In this regard, the most extrinsic factors that influence students' career

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aspirations is employment opportunity, followed by salary or payment and job security with professional prestige being the least effective factor.

Employment opportunity was conserved by all the students 211 (100 %) as the main consideration in developing career aspirations. This prioritization of employment opportunity may be attributed to many cases of youth unemployment and underemployment in Kenya today, as observed by Nong (2016) and Njeru (2016) in their studies. With the demand for job market and to have competitive advantage in job market, students will only aspire for careers that are likely to give them jobs upon their studies. One of the students has this to explain during the group explanation:

*Due to high level of unemployment today, I mainly aspire for career with high demand in the market. There is no reason at all to do a career that will not give me a job... (**GD** 8).*

Moreover, this is also evident in the demographic information in which the highest number of students 55 (26 %) aspired for careers that are related to teaching since education assures direct employment over time. The finding of this study is also in agreement with the findings of Dubli et al. (2020) in Philippine and Abel and Chikoko in Nigeria who regarded job opportunity as a major factor in making a career choice.

Again, salary or payment given to a worker for the work done is a major factor because it is the reward or value for the work done and it also manifests the individual job group or status. In this hard economic time in Kenya, consideration of the salary is of the greatest good in order to sustain the employee. Moreover, to undergo a career training is very expensive and some students even seek for loans to access education hence appropriate payment or salary was considered. A teacher had this to explain during the interview:

*Most of students tend to develop career aspirations on courses/career which have high salaries/ payment. This is because of hard economic times and high training costs.... **(I 5)***

The salary or payment was also established by Sarkar (2016), Akosah-Twusami et al (2019) and Kobia-Acquah (2020) who observed that career aspirations should be made based on the income or the outcome expectations.

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Job security was also revealed by 190 (90 %) of the students to influence their career aspirations. High demand for employment and the hard economic situation results into many cases of short-term recruitment contracts, high rate of lay off or downsizing of taskforce by various employment agencies. This makes many students to aspire for careers with stability of tenure which will assure them permanent and pensionable jobs and keep them full time in work. One of the students had this resolution in their group discussion:

*To secure permanent job is not easy nowadays, there are many short-term contracts which keep employees on and off the job, I would aspire for a job which is permanent and pensionable with stability of tenure... (**GD 10**)*

Job security was also established by Akosah-Twusami et al. (2019) since no individual will always aspire for jobs which do not guarantee the stability of tenure. The authors opined that without the stability of tenure, individuals keep on and off the job and cannot have constant professional development.

Nevertheless, professional prestige was regarded by many 111 (53 %) students as not much influential in their career aspirations. Professional prestige in terms of social status, values and honour that come with specific careers such as aviation could not top the list of students' career aspirations, only 7(3%) of the students had such aspiration based on the demographic information. Prestige cannot become a major determinant in career aspiration in developing countries with many cases of unemployment and poverty (Nong, 2016 & Njeru, 2016). One of the teachers ascertained this during the interview session as follows:

*With the hard economic time today, many students never consider only careers which make them proud & valued the job opportunity, salary/ payment and security come first... (**I 7**)*

According to all the reviewed literature, only Carrico, Matusovich and Paretti (2017) in USA gave more emphasis on professional prestige as a factor. This can be understood since USA is a well-developed state with very minimal cases of unemployment or under employment and the citizens could be in prestigious level.

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4.7.3 Interpersonal Factors that Influence Students' Career Aspirations

According to the findings in table 4.8, career aspirations is mostly influenced by parents 198 (94 %), teachers 180 (85 %), and siblings 150 (71 %). However, the respondents did not regard peer or friends 86 (41 %) and social responsibility 78 (37 %) as major factors that influence students' career aspirations. Similarly, linear regression analysis in table 4.10 indicated strong positive correlation (cause-effect relationship) between all the interpersonal factors and students career aspirations since the standardized coefficient Beta of all the factors were within the required range of -1 to 1. Additionally, ANOVA test proved that the results could be generalized. In this regard, the most interpersonal factors that influence students' career aspirations is parents, followed by teachers, and siblings' job with social responsibility being the least effective factor.

Parental influence on their children's career aspiration is attributed to parents' level of education, personality, nature of their profession, socio- economic status and their proximity with their children (Zeb et al.2020). Many students tend to copy and aspire for similar careers with their parents and again educated parents are likely to guide their children in the right career path. One of the teachers had this to say during the interview:

Majority of students' career aspirations are influenced by parents' attitude, interest, profession, economic status e.t.c and are difficult for children to go against parents' interest... ***(I 9)***

Hui et al. (2020) and Tsui et al. (2019) studies in Hong Kong also established parents as very influential in students' career aspirations. Furthermore, Owusu et al. (2021) expounded that poor economic status of parents has hindered some students from aspiring for some careers with education or training costs. Njongu (2019) studies also revealed parents as key determinants in students' career aspirations.

The role of parents is sometimes performed by other family member or relatives like siblings and other extended members of the family. Although parents are more influential than other members of the family, there are cases when they are helped by other members of the family or their responsibility is fully taken in their absence such as demise.

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*Relatives can influence our career aspiration because I was influenced by my cousins and nephews career path and they sponsored my education after the death of my parents... **(Q 30)***

In addition, teachers as the educators and mentors of the children normally impact greatly on the students 'personality formation and acquisitions of the desirable knowledge, skills and attitude that can enable them to have appropriate career aspirations. Career teachers and counselor always guide students into right aspirations based on their ability, interest and the prevailing job market. The role of career counselor in improving students' understanding of career was also established according to the social learning theory of career decision (Krumboltz, Mitchell & Jones,1976) During the interview one teacher noted that:

As teachers, it is our duty to offer career guidance and counseling to make students make proper aspiration based on interest, ability and the prevailing job demand/market... (I 13).

Friends or peers also tend to influence each other aspirations through pieces of advice or imitation. However, not many students 86 (41 %) tend to be influenced by classmates or age mates since career aspirations is a major choice that should not only be made by following friends. One of the students had this to write in a questionnaire:

*Age mates, friends and classmates influence our aspirations for careers since we tend to listen to their advice (**Q 60**).*

Correspondingly, only few students 78 (37 %) agreed that thy career aspiration was influenced by the societal expectation and the social role. This is because career aspiration and choice is regarded as a personal decision rather than communal or societal decision. The expectation of the society may be far much beyond one's ability or may differ with an individual's interest. One of the students had this to say during the group discussion:

*As a student I wouldn't consider social roles and expectations to greatly influence my career aspirations... **(GD 12)**.*

The importance of family, friends, peers and social expectation in students' career aspiration was also established in studies by Tesha (2020), Vaghela (2019), Njongu (2019) and Mkumbo (2019). Studies also established that family and, friends play an important role in developing of

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career aspirations of the students hence students should ensure that they know their interest, abilities, job demands in order to make career aspirations based on informed knowledge.

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CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion, recommendations and areas for further study based on the study objectives and the perspectives of the participants who in this case are students and teachers.

5.2 Summary of the Findings

This is the summary of the study findings according to the objectives of the study. The general objective of the study was to establish factors that influence students' career aspirations in public secondary schools in Ndhiwa Sub County. Consequently, three specific objectives were designed for the study and the findings were established according to the objectives.

5.2.1 Intrinsic Factors on Career Aspirations

The first objective of the study was to investigate intrinsic factors that influence students' career aspirations in public secondary schools in Ndhiwa Sub-County. The study identified students' interest, personality and knowledge and ability as the major intrinsic factors that influence students' aspirations. However, students' belief (faith, religion, and customs) was established to have little influence on students' career aspirations.

5.2.2 Extrinsic Factors on Career Aspirations

The second objective of the study was to determine extrinsic factors that influence students' career aspirations in public secondary schools in Ndhiwa Sub-County. The findings established employment opportunity, salary or payment and job security as the main extrinsic factors that influence students' career aspiration with professional prestige having the least effect.

5.2.3 Interpersonal Factors on Career Aspirations

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The third objective of the study was to evaluate interpersonal factors that influence students' career aspirations in public secondary schools in Ndhiwa Sub-County. The findings revealed that parents, teachers, siblings or relatives are the major interpersonal factors that influence students' career aspirations. Nevertheless, peers or friends, and social responsibility were established to influence students' career aspirations the least.

5.3 Conclusion

Generally, according to the findings of the study, there are many intrinsic, extrinsic and interpersonal factors that influence students' career aspirations in public secondary school and there is no single factor that is sufficient or appropriate in determining career aspirations of students. Particularly, the following conclusion can be made according to the three objectives of the study: First, student's interest, personality, knowledge and ability are significant intrinsic factors that influence career aspirations. Therefore, in order to consider intrinsic factors in career aspirations, more attention should be placed on the aforementioned factors. Secondly, employment opportunity, salary or payment and job security are the main extrinsic factors on career aspirations. Hence, consideration of extrinsic factors in developing career aspirations should give more attention to the afore the mentioned factors. Thirdly, parents, teachers, siblings or relatives are the major interpersonal determinants on career aspirations hence they should be considered as key interpersonal factors in developing career.

The consideration of all the factors that influence students' career aspirations are likely to help students develop informed, relevant, and suitable career aspirations and choices. Therefore, it can be concluded that many confusions, dissatisfactions and difficulties that students always face in making career choices or decisions to an extent of ending up with no clear career choice could be attributed to inadequate knowledge on the factors or paying little or no attention at all on the factors.

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5.4 Recommendation

The study recommended the following:

i) All secondary schools should offer career guidance and counseling services through qualified or trained counselors or teachers in order to equip students with adequate knowledge on factors to consider in developing career aspiration and choices.

ii) Students should never be forced or compelled to aspire for a particular career by their parents, teachers, siblings, relatives, peers or friends and by any other influential persons. Instead, they should be guided and supported by being given accurate and adequate career information in order to help them make an independent decision based on their interest, ability, attitude and other salient factors to them.

iii) Students should consider a combination of factors (intrinsic, extrinsic and interpersonal). This is because no single factor is sufficient to influence students' career aspirations. If students pay attention only to some of the factors and overlook others, then after addressing the considered factors, the need to fulfill or address the unconsidered factors can erupt in the future and it may be too late to fix them at that point in time.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Dear Respondent,

The purpose of this questionnaire is to collect data for research purpose on **Factors Influencing Career Aspirations among Secondary School Students in Ndhiwa Sub-**

county. You have been identified as one of the key respondents in this study. The information that you will provide will be treated with ***a high degree of utmost confidentiality and for the purpose of this study only.*** Therefore, you are kindly requested to voluntarily participate in this study by giving information freely, to the best of your ability and knowledge by filling in the spaces provided or placing a tick in the options that best describes your views. Further, you are requested to submit the filled questionnaire to the researcher within the shortest time possible. Note that you are also free to opt out of the study.

Thanks in advance for your corporation.

Researcher

Dorothy Atieno.

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APPENDIX II: QUESTIONNAIRE FOR STUDENTS

SECTION A: DEMOGRAPHIC INFORMATION

Answer the questions by ticking (√) or by providing the required information on the spaces provided.

1) **Gender** Male ☐ Female ☐

2) **Indicate the type or nature of school where you study**

Boys' schools ☐ Girls' schools ☐ mixed school ☐

3) **Indicate the types of work you will love or prefer to do (aspire for) in your life:**

i. Work of imparting and sharing knowledge with others like teaching [ ]

ii. Work related to entrepreneurship/business creativity like having your business [ ]

iii. Work related to law, advocacy, advisory like being a lawyer or an advocate [ ]

iv. Working in other countries as ambassador and with multinational organizations [ ]

v. Work related to management & leadership skills/competency like being manager [ ]

vi. Work involving charity and humanitarian support to poor/needy people society [ ]

vii. Aviation work like air hostess, pilot etc. [ ]

viii. Work that involves design, constructions and engineering work **[ ]**

ix. Any other specify…….....

x. Not aware of the work that I would do in the future [ ]

4) **In which Class/Form did you start developing/thinking about the above work (career aspiration/path)?**

Primary school [ ] form 1 [ ] form 2 [ ] form 3 [ ] not aware **[ ]**

5) Have you already developed your career aspiration? Yes **[ ]** No **[ ]**

SECTION B: Student natural or inherent characteristics (Intrinsic factors) that influence his or her career aspirations/ ambitions or goals.

Use as scale of **1** (**Not True at all**), **2** (**Not True for me**), **3** (**Neutral**), **4** (**True for me**) and **5 (Very true for me)**, how true are the statement for you.

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Statements/Items	Response				
How true are the statements for you (the factors below are informed by the literature review)	**1**	**2**		**4**	**5**
Part One: Interest of student					
I choose subjects in school that are related to my interest.					
Outside school, I read and watch a lot of TV programs and topic about the subjects and topics that are related to my interests.					
I enjoy the lessons that I am interested in and looking forward to have them.					
I am fully focused and forget everything around me when watching or listening to topics that I am interested in.					
I was interested in the subjects/topics of my interest since l was young.					
Later in life, I want to pursue a career or work related to my interest					
Part Two: Belief of the students					
I believe that there are many factors that influence career aspirations					
As a student, I need guidance and counseling in order to develop as realistic career aspirations.					
I should develop career ambitions based mainly on interest and ability.					
Teachers and parents have a role in development of my career					

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ambitions and aspirations.					
Religion, faith , culture and customs are consider in career choice					
Part Three: Personality of student					
Students choose subjects and career to aspire for based on their attitude					
Positive attitude makes students to choose a given subject and career ambitions.					
Negative attitude always reduces the chances of students to aspire for many career goals and ambitions.					
I always choose subjects that fit my attitude, feelings and personality					
Part Four: Student knowledge and ability					
I select subjects based on my academic performance in exams					
Knowledge and understanding of various careers available and their requirement influence the subjects and aspirations that I have					
Students choose or aspire for career that fits their ability and knowledge					

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Identify any other individual natural characteristics that influence your career aspiration or ambition as a student.

……
…

Explain how the factors mentioned above influence your career aspiration.

……

SECTION C: Non- natural factors (extrinsic factors) that influence students' career ambitions/ aspirations

Strongly Agree **(SA) = 5,** Agree **(A) = 4,** Undecided **(U) = 3,** Disagree **(DA) =2,** Strongly Disagree **(SD) =1**

Statements/Items	**Response**				
Do you agree that the following factors influence your career aspirations/ ambitions(The factors are informed by the literature review)	**SA**	**A**	**U**	**D**	**SD**
Part One: Salary and Payment					
The payment; salary or wages a person will earn for doing the work.					
Salary increment for having done a job for many years or due to promotion					
Extra payment given for over time, commission and other allowances					
Flexible payment schedules including advance payment, loan with affordable interests.					
Part Two: Employment Opportunities					
Careers that have high demand or wide range of employment opportunities in public and private sectors					
Careers that can guarantee self-employment like own business					

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Careers that remain relevant and marketable over a long period of time					
Part Three: Job Security					
Careers that have long time demand and one can do them for a long period of time like offering health care services.					
Careers that can give long time contracts and working years rather than short time contracts.					
Careers that have little health dangers/challenges and are more secured.					
Part Four: Professional Prestige					
Careers or jobs that make you feel proud and satisfied					
Jobs that make you feel honored and valued in the society.					
Jobs that improve your social status and value in the society.					

Identify any other non-individual characteristics (extrinsic factors) that influence your career aspiration as a student

……

.....

Explain how the extrinsic factors mentioned in above influence career aspirations

……

……

SECTION D: Factors Associated with engagement and relationship with other individuals who are significant to us (Interpersonal factors)

Strongly Agree **(SA) = 5,** Agree **(A) = 4,** Undecided **(U) = 3,** Disagree **(DA) =2,** Strongly Disagree **(SD) =1**

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Statements/Items	Response				
The following interpersonal factors influence your career aspirations/ambitions (these factors are informed by the literature review)	**S**	**A**	**U**	**D**	**S**
Part One: Parents					
Parents' interests and attitude on particular careers					
Parents' professions					
Parents' and knowledge on career and their level of education					
The social and economic status of the parents like being poor, rich e.t.c					
Parents' influence on their children					
Part Two: Siblings					
Siblings' interests and attitude on particular careers					
Siblings' professions					
Siblings' knowledge on career and their level of education					
Siblings' influence on each other especially influence from older siblings					
Part Three: Teachers/ career counselors					
Teachers inspire students to choose a particular career in life					
Career guidance and counseling services offered by the teacher and career counselors in school.					

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Teachers' knowledge on various career available for students					
Part Four: Peers					
Influence from peers or friends to aspire and choose the same career					
The attitude and ability of your peers and friends on a given career					
Personality and knowledge of your peers on various careers					
Part Five: Social responsibility					
What the society expect you to do as an individual					
Responsibility given to you by the society					
Values and pillars of the society that have to be followed					

Identify any other interpersonal factors that influence your career aspiration as a student

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Explain how the interpersonal factors mentioned in above influence career aspirations

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APPINDIX III: STRUCTURED QUESTIONS FOR STUDENTS' FOCUS GROUP DISCUSSION

SECTION A: Natural or inherent individual characteristics (intrinsic factors) that influence students' career aspirations/ ambitions

1. Some of the natural or inherent personal factors that can influence students' career aspirations or ambitions are students'**: Interests, Belief, Personality, Knowledge, Ability**
2. Which factors do you consider the most when you choose subjects/ course to study or work to do in the future? (Rank the factors above starting with the one you consider first)

i. .....
ii. .....
iii. .....
iv. .....
v. .....

3. Discuss how the factors above influence your aspiration for the future job/career?

Interest .....
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Belief

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Personality

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Knowledge

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Ability

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4. Identify other natural or personal factors in this sections that are not mentioned?

a. .....

b. .....

5. Discuss how the factors you have mentioned in **4** above influence your career aspirations.

a. .....

.....

b. .....

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SECTION B: Non-natural individual characteristics factors (extrinsic factors) that influence students' career aspirations/ ambitions

1. Some of the natural or inherent personal factors that can influence students' career aspirations or ambitions are students'**: Salary and payment, employment opportunities, job security, job/professional prestige**

2. Which factors do you consider the most when you choose subjects/ course to study or work to do in the future? (Rank the factors above starting with the one you consider first)

i. .....

ii. .....

iii. .....

iv. .....

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3. Discuss how the factors above influence your aspiration for the future job/career?

Salary and Payments

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Employment Opportunities

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Job Security

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Job/Professional Prestige

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4. Identify other non-natural individual characteristics factors in this sections that are not mentioned.

a. .....

b. .....

5. Discuss how the factors you have mentioned in **4** above influence your career aspirations

a. .....

.....

b. .....

.....

SECTION C: Factors Associated with Engagement and relationship with other individuals who are significant to you (interpersonal factors) that influence your career aspirations/ ambitions

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1. Some of the factors associated with engagement and relationship with other individuals who are significant to students that can influence students' career aspirations or ambitions are students'**: Parents, Siblings, teachers/counselors, peers, social responsibility.**
2. Which factors do you consider the most when you choose subjects/ course to study or work to do in the future? (Rank the factors above starting with the one you consider first)

i. .....
ii. .....
iii. .....
iv. .....
v. .....

Discuss how the factors above influence your aspiration for the future job/career?

Parents

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.....
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Siblings

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Teachers / Career counselors

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Peers

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...

Social Responsibility

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3. Identify other factors associated with engagement and relationship with other individuals who are significant to you in these sections, that are not mentioned?

a. .....

b. .....

4. Discuss how the factors you have mentioned in **4** above influence your career aspirations

a.....

.....b..

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APPENDIX IV: SEMI -STRUCTURED INTERVIEW GUIDE FOR CAREER TEACHERS

SECTION A: Natural or inherent individual characteristics (intrinsic factors) that influence your students' career aspirations/ ambitions

1. Some of the natural or inherent personal factors that can influence students' career aspirations or ambitions are students'**: Interests, Belief, Personality, Knowledge, Ability**

2. Which factors do your students consider the most when choosing subjects/ course to study or work to do in the future? (Rank the factors above starting with the one they consider first)

i. .....

ii. .....

iii. .....

iv. .....

v. .....

3. Explain how the factors above influence your students' aspiration for the future job/career?

Interest .....

.....

.....

.....

Belief

.....

.....

Personality

.....

.....

Knowledge

.....

.....

Ability

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4. Identify other natural or personal factors in this sections that are not mentioned?

a. .....

b. .....

5. Discuss how the factors you have mentioned in **4** above influence your students' career aspirations.

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a.....b

.....

SECTION B: Non-natural individual characteristics factors (extrinsic factors) that influence your students' career aspirations/ ambitions

1. Some of the non-natural or non-inherent individual characteristics can influence students' career aspirations or ambitions are students'**: Salary and payment, employment opportunities, job security, job/professional prestige.**

2. Which factors do your students' consider the most when choosing subjects/ course to study or work to do in the future? (Rank the factors above starting with the one they consider first)

i. .....

ii. .....

iii. .....

iv. .....

3. Explain how the factors above influence your students' aspiration for the future job/career?

Salary and Payments

.....

Employment Opportunities

.....

Job Security

.....

Job/Professional Prestige

.....

4. Identify other non- natural and non-non- inherent characteristics in this sections that are not mentioned?

a. .....

b. .....

5. Discuss how the factors you have mentioned in **4** above influence your career aspirations.

a.....

b.....

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SECTION C: Factors Associated with engagement and relationship with other individuals who are significant to us (interpersonal factors) that influence your students' career aspirations/ ambitions

1. Some of the factors Associated with engagement and relationship with other individuals who are significant to students (interpersonal factors) that can influence students' career aspirations or ambitions are students'**: Parents, Siblings, teachers/counselors, peers, social responsibility.**

2. Which factors do your students consider the most when they choose subjects/ course to study or work to do in the future? (Rank the factors above starting with the one they consider first)

a. .....

b. .....

c. .....

d. .....

e. .....

3. Discuss how the factors above influence your students' aspiration for the future job/career?

Parents

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Siblings

.....

Teachers / Career counselors

.....

Peers

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Social Responsibility

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4. Identify other interpersonal factors in this sections that are not mentioned?

a. .....

5. Discuss how the factors you have mentioned in 4 above influence your career aspirations.

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APPENDIX V: NACOSTI RESEARCH PERMIT

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **695363**

Date of Issue: **04/April/2023**

RESEARCH LICENSE



This is to Certify that Ms.. DOROTHY N/A ATIENO of St. Paul's University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Homabay on the topic: FACTORS INFLUENCING CAREER ASPIRATIONS AMONG STUDENTS IN PUBLIC SECONDARY SCHOOLS IN NDHIWA SUB COUNTY, KENYA for the period ending : 04/April/2024.

License No: **NACOSTI/P/23/24646**

695363

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

APPENDIX VI: EDUCATION OFFICE AUTHORIZATION

St. Paul's University Repository

REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department For Early Learning and Basic Education

Email: deondhiwa@yahoo.com
When replying please quote
OUR Ref: NDH/ADM/70/VOL1/60

SUB COUNTY EDUCATION OFFICE,
P.O BOX 12 - 40302,
NDHIWA.
DATE: 10/04/2023

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors Influencing Career Aspirations Among Students in Public Secondary Schools in Ndhiwa Sub County, Homa Bay County, Kenya.*"I am pleased to inform that you have been authorized to undertake research at Ndhiwa Sub County as from *10th April 2023.*

Kindly note that, as an applicant who has been licensed under Early Learning and Basic Education Act 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Sub County Director of Education Office after completion of both the soft copy and hard copy.

Kindly accord her the necessary assistance.

FOR: SUB COUNTY DIRECTOR OF EDUCATION
P.O Box 12 - 40302
NDHIWA

B. O. OKULLO
FOR. SUB – COUNTY DIRECTOR OF EDUCATION
NDHIWA SUB – COUNTY

APPENDIX VII: DEPUTY COUNTY COMMISIONER AUTHORIZATION

OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION.

Email:ndhiwaoffice101@gmail.com
When replying please quote

Deputy County Commissioner,
Ndhiwa Sub-County,
Box 1-40302, Ndhiwa.
10th April, 2023.

REF ; ED4 VOL2/45

TO, DOROTHY ATIENO

RE: RESEARCH AUTHORIZATION- DOROTHY ATIENO MACPNRB604620.

This is to confirm to you that you have been officially authorized to conduct research in this Sub-County, Specifically Riana,Pala, Nyarongi and Kobama Dvisions. Topic ; Factors influencing career aspirations among students in Public Secondary Schools in Ndhiwa Sub-County- Kenya.

We promise to give you the necessary support you may need from our offices at the grass root level.

DEPUTY COUNTY COMMISSIONER
P. BOX 1 - 40302
NDHIWA
DATE: 10/04/2023

Voldonza O. Usiku
For:Deputy County Commisioner,
Ndhiwa Sub-county.

CC, Sub-county Director of Education
Assistant County commissioner's
Riana Division
Pala Division
Kobama
Nyarongi Division