AN ASSESSMENT OF FACTORS INFLUENCING CAREER CHOICES AMONG UNIVERSITY STUDENTS: A SURVEY OF STUDENTS IN THE SCHOOL OF BUSINESS AND ECONOMICS, KISII UNIVERSITY

BY

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A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF POSTGRADUATE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE CONFERMENT OF A DEGREE OF MASTER OF BUSINESS ADMINISTRATION IN HUMAN RESOURCE MANAGEMENT, SCHOOL OF BUSINESS AND ECONOMICS, KISII UNIVERSITY

NOVEMBER, 2017.
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DEDICATION

This Research Project is dedicated to my family Joshua, Damaris and Sidney for their prayers, patience, and moral support. I wish also to dedicate it to my loving sister Joan for what she has done in my life, may our dear Lord reward you all.
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My greatest gratitude is to God the Almighty for giving me the strength to do this research. I would like to express my sincere gratitude to my supervisors Dr. Stella Omari PhD and Dr. Monga’re Omare PhD for their guidance, encouragement and inspiration in the study. My family Joshua, Damaris, Sidney and Obonyo for their prayers, patience, and moral support. My loving sisters Joan and Elizabeth for their encouragement, also I acknowledge all my Masters of Business Administration course mates who we struggled with and finally to the respondents who were School Of Business and Economics students who took their time to fill the study questionnaires.
ABSTRACT

Career choice is in this context is defined as choosing one profession over others. Choosing the correct career course is becoming more and more significant for the youth in the 21st century as they have to take into consideration many things when choosing a career like peer pressure, parental advice, age and gender. The main objective of the study was to determine the factors influencing choice of careers among university students in the school of Business and Economics in Kisii University. The specific objectives of the study were to; determine whether gender, Age, peer group and parents do influence the students in career choice. The target population for this study was 1998 students in the School of Business and Economics. A sample size of 385 was used. The study adopted stratified random sampling technique to obtain data from all school of Business and Economics students in Main Campus. The study adopted a descriptive survey design. Data was collected through self–administered questionnaire. The validity of the questionnaire was determined by the supervisors. Testing for reliability; Cronbach’s Alpha Coefficient was calculated on the piloted questionnaires and the result was 0.76 confirming reliability of the research instruments. Data was tabulated and the measures of central tendency and weighted mean used for analysis after which results were summarized in tables, charts and graphs. Results revealed that gender strongly influenced the student’s career choice. The findings also showed that age is the second strongest factor influencing the choice of career. The study also found out that Peer group and parental guidance had a moderate influence on the student’s choice of career. The study made the following recommendation; a lot of emphasis on development of well nurtured career guidance department should be established in Kisii University main campus to help our students with career guidance, this is due to the findings that students need information on career prospects that they take. Future research should also be done on private Universities because this study was conducted in a public University, the study also concentrated on the students in the school of Business and Economics, a similar research can be carried out in other schools in Kisii University and also in its satellite campuses.
# TABLE OF CONTENTS

DECLARATION AND RECOMMENDATION .........................................................\_\_\_Error! Bookmark not defined.\_\_\_ ii

PLAGIARISM DECLARATION ........................................................................... ii

WORD DECLARATION .................................................................................. ii

COPY RIGHT PAGE ....................................................................................... ii

DEDICATION .................................................................................................... iv

ACKNOWLEDGEMENT .................................................................................. v

ABSTRACT ....................................................................................................... vi

LIST OF FIGURES .......................................................................................... xii

LIST OF TABLES ............................................................................................. xiii

LIST OF ABBREVIATION/ACRONYMS ................................................................ xiii

CHAPTER ONE : INTRODUCTION

1.1 Background of the Study ........................................................................ 1

1.2 Statement of the Problem ....................................................................... 4

1.3 Objectives of the Study .......................................................................... 5

1.4 Research Hypotheses .............................................................................. 5

1.5 Scope of the Study .................................................................................. 6

1.6 Justification of the Study ........................................................................ 6

1.7 Limitations of the Study ........................................................................ 7

1.8 Assumptions of the Study ...................................................................... 7

1.9 Operational Definition of Key Terms .................................................... 23

CHAPTER TWO: LITERATURE REVIEW

2.1 Theoretical review .................................................................................. 24

2.1.1 Holland’s Theory of Vocational ............................................................ 24

2.1.2 Theory of Work Adjustment ............................................................... 25

2.2 Empirical Literature Review .................................................................. 27

2.3 Factors Influencing Career Choice .......................................................... 34
2.3.1 Gender and Career Choice .......................................................... 35
2.3.2 Parents and Career Choice .......................................................... 36
2.3.3 Peer Influence and Career Choice .................................................. 39
2.3.4 Age and Career Choice ............................................................... 43
2.5 Dependent Variables ...................................................................... 46
2.5.1 Academic Performance ............................................................... 46
2.5.2 Course Completion Rate .............................................................. 47
2.5.3 Students’ pursuing Professional Courses ....................................... 47
2.6. Intervening Variables .................................................................... 48
2.6.1 Availability of Finance ................................................................. 48
2.6.2 Academic Performance ............................................................... 48
2.6.3 KUCCPS Requirements ............................................................... 49
2.7 Summary of Research Gap ............................................................. 49

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design ............................................................................ 51
3.2 Area of Study ................................................................................ 51
3.3 Target Population .......................................................................... 52
3.4 Sampling Procedure and Sample Size .......................................... 53
3.5 Data Collection Instrument ............................................................ 54
3.6 Validity of Research Instruments .................................................. 55
3.6.1 Validity of Research Instruments .................................................. 55
3.6.2 Reliability of the Research Instrument ......................................... 55
3.7 Data Presentation and Analysis ..................................................... 55
3.8 Ethical consideration ..................................................................... 57
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1. Response Rate ........................................................................................................................................58

4.1.1 Demographic Characteristic of the Respondents .............................................................................59

4.1.2 Respondents Age Bracket ..................................................................................................................60

4.1.3 Respondents Marital Status ................................................................................................................61

4.1.4 Respondents Year of Study ..................................................................................................................63

4.1.5 The Factors Determining Choice of Career .......................................................................................64

4.1.6 Gender influence on students’ career choices. ..................................................................................66

4.1.7 Parents Influence on the Students Career Choice .............................................................................67

4.1.8 Peer Group influences Student’s Choice of Careers ........................................................................69

4.1.9 Age Influence on Choosing a Career ................................................................................................70

4.2.0 Hypotheses Testing .............................................................................................................................71

4.2.1 Relationship between the Factors influencing Career Choices among University ....................73

CHAPTER FIVE: SUMMARY OF FINDINGS CONCLUSION & RECOMMENDATIONS

5.1 Summary of findings ..............................................................................................................................77

5.2 Conclusions ............................................................................................................................................81

5.3.1 Recommendations for Policy Implication .......................................................................................82

5.3.2 Suggestions For Further Research..................................................................................................84

REFERENCES .............................................................................................................................................84

APPENDICES ...........................................................................................................................................88

APPENDIX I: LETTER OF INTRODUCTION .........................................................................................88

APPENDIX II: RESEARCH PERMIT ........................................................................................................89

APPENDIX III: QUESTIONNAIRE ............................................................................................................90

APPENDIX IV: RAW DATA .......................................................................................................................91

APPENDIX V: PLAGIARISM CERTIFICATE .............................................................................................94

APPENDIX VI: NUMBER OF WORDS CERTIFICATE ...............................................................................95

APPENDIX VII: SAMPLE SIZE TABLE ....................................................................................................97
LIST OF FIGURES

Figure 2.1: Conceptual Framework .................................................................46

Figure 4.1: Shows Age of respondents.............................................................61
# LIST OF TABLES

Table 3.1 Target population .................................................................................................................. 53

Table 3.2 Summary of population and Sample size ............................................................................ 55

Table 4.1 Response Rate ......................................................................................................................... 58

Table 4.2 Analysis of the Respondents’ Gender .................................................................................... 59

Table 4.3 Respondents Marital Status .................................................................................................... 62

Table 4.4 Respondent’s Year of Study .................................................................................................... 63

Table 4.5 Showing General Factors Determining Choice of Career .................................................... 64

Table 4.6 Gender influences on students’ careers choices .................................................................. 66

Table 4.7 Parents Influence on Students Choice of Career ................................................................. 67

Table 4.8 Peer Group influences Students’ Choice of Careers ............................................................ 69

Table 4.9 Age influence on Choice of Career ....................................................................................... 70

Table 4.10 Regression Model Summary ............................................................................................... 73

Table 4.11 Anova Summary .................................................................................................................. 73

Table 4.13 Regression coefficient of determination of the effect of independent variables on ......... 75
LIST OF ABBREVIATION/ACRONYMS

AAUW: American Association of university women

FAWE: Federation of African Women Educationist

HRM: Human Resource Management

KSU: Kisii University

SOBE: School of Business and Economics

RA: Realistic Artistic

SA: Social Artistic

STEM: Science, Technology, Engineering, and Mathematics

TWA: Theory of Work Adjustment

M.I : Most influential

I : Influential

M.I : Moderately Influential

L.I : Less influential

L.I : Least Influential
CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Definition of career choice may be coined as selecting one vocation over another (Choo, Norsiah, Tan, 2012) Careers are most important components especially when choosing the path in profession. Currently in the challenging environment, Survival rotates on labor which gives people foundation, challenges, self-reliance, and income. Careers also offer a directive of distinctiveness, creativeness, at the same time status and way into social system (Choo et al., 2012). Career choice involved selecting a line which one can contribute to greatest use of his wellbeing and capable of influencing achievement of organizational objectives, In so doing, people had to consider the elements likely to either expand or restrain getting full degree of easing one’s life and employment (Igbinedion, 2011).

Career growth is a continuous process of attracting the labor world, all the way to employment opportunities presented to them (Fery, 2006). Issa and Nwalo, (2007) observed that selecting the correct subject blending towards the correct vocation may lead to the discrepancy amid satisfaction and developing the profession in the near future. Choosing a training course that is unachievable can result in aggravation. Each individual responsibility is determined by numerous issues, such as the perspective environment they live in, their individual ability, and academic accomplishment.

Career choice was determined by understanding of the entirety traits and the satisfaction that resulted out of a career. All these depended on well matched of a person’s employment situation including character (Durosaro and Nuhu, 2012).
Every stage in life compelled a disparity of duties, a unique combination of approaches including behaviors that were requisite the ensuing levels and it was out of the attainment of these attitudes and behaviors that a person became “ready” to choose a career. The study argued that the procedure for developing a career choice was multifaceted and exclusive for every person in line with cognitive features and the social arrangement of a person’s expectations. Career selections were hesitant from the point of view that virtually every selection of a profession depends on misgivings about the trustworthiness of the chosen career and the likelihood that it could be productive in a short period.

A study by Greenberger, (2002) realized that boys in the US were steered in the direction of the traditionally what is believed to be work dominated by men, which were better rewarding whereas ladies rejoined into old professions that were assumed to be for them taking care of children, studying women beauty, and other comparable professions. In England, (Rodeiro, 2007) found that boys indicates a predilection for more realistic subjects whereas girls showed an interested for subjects in the Humanities and Language fields in the “A” level choices. Besides, the study also identified how professional parents determine their children’s choice of subjects. The apparent significance in this subject is a necessary means for heartening youth in learning institutions to carry on and to follow career in their field of choice.

Career management is carried out in organizations as part of career planning and succession planning. This is a key part of Human Resource Management; however, it has become imperative for young people to start preparing themselves for their life long careers while still at college or universities. Among the popular recruitment methods for organizations that look for young talent is on-campus recruitment.
In Kenya this method is becoming more popular with organizations like Cooperative bank, Price Waterhouse and Ernst and Young, searching for young talented employees while they are still on Campus. This means that young people must be prepared to join the careers they want earlier than the previous generations. Most young people and especially in this country where choice of career is employment driven, will not give much thought to what they want to study to fulfill their career choices. This study would want to see how Human Resource Management as a field of practice is impacted by the career choices students make before joining the organizations for employment (Mwachaka and Mbugua, 2012).

This particular study chose to concentrate on the School of Business because it trains diverse professions whose niche is to supply manpower for the business world beginning from Information Technology, Accounting, Marketing, Human Resource and Management in general. A study like this will be useful because it is possible to extrapolate the findings to other areas and even use the findings to infer the behavior of current employees in an organization. In Kenya, a study by Munyingi, 2012) on the factors affecting career aspirations of girls postulated that school-related factors and individual factors like self-worth absolutely influenced girls’ career ambitions. Kochung and Migunde, (2011) researched on what children in secondary schools in the municipality of Kisumu took into consideration. He observed that several learners in high schools had no exact literature concerning employment opportunities in the job market within the country. The study therefore wanted to establish factors that contribute to the choice of careers among students in the School of Business and economics of Kisii University.
Career management is carried out in organization as part of career planning and succession planning. It became imperative for young people to start preparing themselves for their life long careers while still in college or universities. Among the popular recruitment methods for organizations that look for young talented is the on campus recruitment. In Kenya, this method is becoming more popular with organizations like Co-operative bank, Price Waterhouse and Ernest and Young, searching for talented employees while they are still on campus.

Onsongo (2013) on his study found out that career choice is a thorn in the lives of most students, this is because most students join colleges and Universities without any prior knowledge of what career they want to be and even what career paths in terms of growth in the job market. This has made it difficult to encourage any student to pursue a path in a specific career. He also indicated that most students are interested in graduating after completing their studies without taking into close consideration the development of the said career.

1.2 Statement of the Problem

Students are chosen by the University’s Academic Joint Admission Board on the basis of their academic qualification and the selection the students made during high school level. During this period; students had no exposure to the world of work and may have based their choices on weak reasons. In several occasion certain professional courses are packed with numbers compared to other job fields. Paraphernalia that will help students in the school of business in career paths, career fairs and internship, these tools exposes students to more career fields that student did not know.

Most students get into universities without knowing which career they want to pursue, and also where they will work after their training they are undertaking. This has been attributed partly to the
fact that most students have no exact information about job-related opportunities to enable them make suitable career choice (Kochung and Migude, 2011). The School of Business and Economics has various courses that include Bachelor of Ecotourism, Bachelor of Secretarial Studies Management Several options in some bachelor’s courses that are chosen at third year, like Bachelor of Commerce just to mention one which offers opportunities in diverse career fields. Many students have graduated and ended up saying they don’t like the course they did and they end up changing their area of specialization at postgraduate level of their studies.

1.3 Objectives of the Study

The major objective of the study was to determine the factors influencing choice of careers among students in Universities with an emphasis on undergraduate students in the school of Business and Economics in Kisii University.

The specific objectives were to;

i. To determine the extent to which gender influence students’ choice of careers.

ii. To establish the influence of Age on students’ choice of careers.

iii. To determine the influence of peer group on student’s choice of careers.

iv. To find out whether parents influence the students in choosing a career.

1.4 Research Hypothesis

To achieve the objectives, the study was guided by the following research hypothesis:

\( \text{H}_01 \): Gender of students does not influence the students’ choice of careers

\( \text{H}_02 \): Age of students does not influence their career choice.

\( \text{H}_03 \): Peer group influence does not influence the students’ career choice.

\( \text{H}_04 \): Parents do not influence career choice of students.
1.5 Scope of the Study
The study was conducted in the school of Business and Economics in Kisii University; the study dealt with the factors influencing choice of careers among university students with an emphasis on students in the school of Business and Economics in Kisii University in main campus.

1.6 Justification of the Study
This study was carried out against the backdrop that student’s career choice had been of great concern to the practitioners and researchers in the field of management since they perceived that there were some determining factors that contributes highly to the student selection of professions. Research has been conducted on the influence of student careers choice, Kochung and Migude, (2011) but no research have been done in Kisii University and especially in the only School in Kisii University, which have the highest number of students and programs as compared to other Faculties. First, it will help Kisii University School of SOBE and other faculties, private universities, corporations’ management to know what determine the choice of careers among university students.

The study will also help various Ministries and Counselors to find out what drives students in settling in a profession over others. Besides, the study would help future researchers by forming a basis from which they extract their literature review. It’s also important to note that the results of this study will guide university students and aspiring university students to address the factors that affect career choices. It will also be a source of knowledge to career advisors in secondary schools and universities to revise their modes of advice to students in order to offer relevant career advice and also it will help students in career choice during pre-employment, in need of experience and internship in other organizations.
1.7 Limitations of the Study

Most of this research study had its advantages methodologically in some sections; it was also overwhelmed by a big number of methodological disadvantages. Firstly it was because the research was a cross-sectional study, it involved the use of questionnaires which were self-administered and based on self-reports of respondents. Such self-report responses had the trend of either being blown-up or the researcher was at risk of collecting incorrect data which may not be a symbol of their correct situation. Tribulations like these come up due to lack of supportive or understanding of some of the items in the questionnaire. As the findings were, the researcher jointly with the research assistants took the respondents who did not understand any question in the questioner to understand so as to help them respond fully to what they understood better.

1.8 Assumptions of the Study

The study assumed that the respondents will cooperate and will provide honest and sincere view during the data collection period. The study also assumed that the University management will cooperate and give the required information and data through the students in the School of Business and Economics (SOBE).
1.9 Operational Definition of Key Terms

Career: An individual’s journey through learning, work and other aspects of life.

Tertiary: Education beyond secondary school education

Vocation: Strong feeling of suitability for a particular career or occupation

Pedagogy: The method and practice of teaching or the profession of teaching

Gender: The state of being male or female (typically used with reference to social and differences rather than biological ones).

Parents: Is a caregiver of the offspring in their own species. In humans, a parent is the caretaker of a child a biological parent is a person whose gamete resulted.

Peer Group: Friends who have a common goal among themselves and usually they belong to the same age group and in most cases their thinking are directed.

Age: The length of time that a person has lived.

University: An institution of the highest level of education where you can do research or study for a degree.

Internship: A period of time during which a student or new graduate gets practical experience in a job.

Guardian: A person who protects something.

Graduate: A person who has a University degree.
CHAPTER TWO
LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Holland’s Theory of Vocational

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

He further indicated that there were six ways in which an individual strength could be identified, and some of these identified typologies were Realistic which was denoted by letter (R), Investigative denoted by (I), Artistic denoted by (A), Social denoted by (S), Enterprising which was denoted by (E), and finally Conventional which was also denoted by (C) giving a direct link to an individual typologies. If an individual had got the six characteristics or qualities, then it was possible to know how his career could be in future and also what can be a contributing personality of an individual offered. The typologies when were put together could generate a three letter code example SIA, RIA which summarised an individual interest on career, the first code in the word showed top in the list which occupied a big role in occupation, their selection and satisfaction.
This theory was very relevant to this research because SOBE students had typologies because most of the students wanted to exercise their freedom when it came to career choices. Also the six Holland concerned arrangements in order of raises were very relevant as students had different ways in handling career choices. The concept of steadiness was incorporated in the inner synchronization of students career path and development.

Ferry (2006) researched that middle level Colleges and Universities could be put in such environments. Most people developed careers that would make them exercise their skills and strengths to articulate the boredom were likely to feel discounted and not satisfied. Holland typologies were ordered rather arranged in hexagon in the order in which they affected an individual and how they related with one another in terms of comparison and non similarities that were depicted by the relationship between them in terms of arrangements in the hexagon.

### 2.1.2 Theory of Work Adjustment

According to Gitonga,( 2013), Theory of Work Adjustment is a type of theory in career growth that is attached on the individual diversity, tradition on professional behaviour called personal environment correspondence theory, screening career choice and growth as continual progression of adjustment and accommodation, which an individual denoted by letter (X) looked for organization in the work and its environment in which the work was to be carried out and this influenced people in choosing a career over another because of the comfort it gives to those doing it. Environment in this theory is denoted by letter (E) that would match the requirements of an individual and in turn identified a person who met the required qualifications for a specific career in a given firm that was due for employment in a given area.
This theory was very relevant to this study because career growth of people were attached on diversity, tradition on professional behaviour, screening career choice of students and continual progression of the students. Career choices in the students indicated that professional development were important levels in their developments. In this it did not matter whether one was still in college or was settling to work for an organization, there were those indicators that contributed in the choice of careers they were settled in. Career choice for most workers in an organization were a personal development and as a result there was always an element of influence in their development which was educational background. Satisfaction as a term used was to point out the level at which denote X was satisfied with a denote E. To the group of people with a denote X, the most important thing to get from them were the things that contributed to them choosing a career paths they were planning to take and the determinants of the choices, and this could be summarised that the level of Xs satisfaction and the group Es denoted satisfaction would jointly forecast Xs tenure in the environment of work, that was according to (Gitonga, 2013).

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

2.2 Empirical Literature Review

Borchert (2002) noted that vocational guidance was defined as talking about an issue in an environment that is conducive, vocational guidance in this case was seeking guidance from a professional concerning careers that one is to take. When advising one, there are so many issues that are always taken into consideration that may make it easy to be convinced to take a profession. Firstly, the availability of self employment was usually taken into account as there were some courses that after completing them there was a provision of starting one’s own business without insisting to be employed and as a result it gives hope that after spending so much money in the training there can be a way of recovering their money.

Maharaj (2008) also discovered that respondents’ inexperience of job opportunities was a major influence in career choice among the health-care student in Kwazulu Natal in South Africa. This was because most students joined colleges without any prior knowledge of what they were going to pursue and as a result they joined courses as pioneering groups, prestige in the colleges as they would remain in college records as the first group to do the training which could be a pride to some students. Choo, Norsiah and Tan (2012) acknowledged this claim by stating that school managers believed that they identified subjects that were particularly appropriate for the type of learners who attended their school.

The findings of Maharaj, (2008) noted that most of the respondents got the green light on medicine form their tutors at high school. Shumba and Naong, (2012) found out that teachers
were major influences in career choice of their learners. According to the study, teachers sometimes acted as role models in the professional guidance that the students may want to pursue. Borchert, (2002) realized that mentoring and role modeling had a positive force in influencing career choice among high school students. Kerka, (2000) added to this claim by documenting that there were many factors that people took into consideration when talking about career like role model, among others. In another study, McEnteeetal, (2005), noted that structure and the type of training that one took during the training, training content, period taken during the training taken into consideration for the attractions for a particular profession.

Shields and Shresth (2011) on the positive influence was good because its impact was big. Most students joined the profession because they liked the organization where the role model worked, investments done by the person they were looking into, they may sometimes admired the car the person drove and they longed for such a car in future, they also admired the dressing code of the person, because the person could be in a position to be putting on designer clothes and students assumed that if given a chance to do the same career, they could be in a position to perform even better than the role model (Issa and Nwalo, 2007).

Kisi, Shields and Shrestha, (2011) indicated that role models influenced the students positively and in case of a negative influence, counseling session for the affected students on the negative impact on the thoughts of the students and the damage that might be caused could be carried out. A student must always be patient and depth research as to why everything was happening the way it was when it came to the lives of role models because the impact could be very detrimental forcing them to change at postgraduate level.
Juma (2007) researched on the impact that career counselors had on the guidance that students needed during the choice of careers. It came out strongly that they had a very positive impact on the students because most of the student’s seek professional guidance as some of the students ignored advice from their parents and as a result the counselors had work to do in the lives of students. There were some counselors who in the process of counseling there were some students who did not take the advice of counselors seriously and also as a result they ended up taking wrong profession because of that. There were those counselors who gave right information about a profession and as a result the students were in a position to give right information helping the students in making positive decision, and even it helped students in making their future plans like future career development.

The experience had a big impact on students when choosing a career path. There could be an experience from high school of being the head of all the students in the school, in this case the student will develop a feeling that he needed a profession that will make him be at the top because he was used to giving orders as he was not used to be taking orders from junior students. Also students may be relating very well with some teachers at high school, in the process they ended performing so well in the said subjects, the student because of that ended up taking teaching as a profession with the same subject combination as those of his teacher.

In the case of past experience there could be a matron who could be handling students so well and these encouraged students to take any medical course so that they could be handling patients
as the said matron in their high school. Braines,(2009) researched if at all the courses the students were taking at the universities were their first choices at the universities, from his findings it came out very strongly that there were students at the university who did not chose the courses they were taking but ended up doing them.

There were some frustrations that were attached to some careers. Durosaro and Nuhu, (2012) noted that students sometimes were in a position to witness while with their parents or even guardians or even from the neighborhood from those working in organizations or even doing careers they admired in their lives. Like a case of a medical officer who was always on call even at night and even a case of a teacher teaching challenged students or even mentally challenged students. Some of these challenges ended up stopping other students from taking into consideration such professions

Igbinedion, (2011) explained that with all the frustrations that goes along with some careers, some students in most cases ended up doing them and they did not get discouraged, some also ended up choosing alternate professions that did at their comfort without thinking of any kind of frustrations that came along with the courses that leads a career. Demagalhaes et al.,(2011) researched on factors affecting accounting students’ professional career. The rationale of this research was to evaluate comparative significance of internal, external, and other service factors touching on student career choices. Data were collected from a total of 129 student responses. The study appreciated that students regarded benefits as more significant than did the practitioners. Salary was ranked most imperative determinant of career choice.
Shumba and Naong, (2012) researched on what factors drove students in a South Africa university in career choice. The findings were positive, most of the students who were part of the research indicated that they did not have any prior knowledge on what they were to do at the university, most students did not have knowledge that was to say, and they lacked career knowledge.

Lack of career knowledge according to (Clarke, 2005) was another character that determined the career students were to take up at the university. In the said South African University, students based their choice of career to the subject combinations at the secondary schools and also parents came handy, in that they forced their children in taking careers of their interest.

Mwachaka and Mbugua (2010) carried out a research at the University of Nairobi at the School of Health. The outcome indicated that ladies who were taking medical courses as career, were influenced more as compared to the male students in the same school. Also academic performance after high school also came out strongly a factor that was taken into consideration at the School of Health Sciences at the University of Nairobi. Kisi et al., (2011) researched on the factors influencing post primary students to take a construction course by using 234 secondary school students enrolled at Four Career and Technical Academies in Las Vegas, Navada, the study discovered that the upshot of the analysis showed that 61 percent of the students, who choose construction, had at least one family member working in the construction-related area, in addition, the study also uncovered that family member’s employment in a construction related industry influenced the interest of a student in chase a baccalaureate in construction and that a
student’s desire to pursue a degree in construction was self-governing of the student’s belief that service was readily got hold of in this discipline.

Maharaj, (2008) also noted that gender did not have a strong impact on what students settled on in terms of career. Further still, the study noted that old experience the student may had with an individual who had done the profession the student intended to do had a big impact on what they were to do in the medical field. Prestige was found to be another serious character that influenced a student in choosing a career, usually prestige that go along with a profession in medicine and even engineering was high. Example a student who was pursuing medicine and the prestige associated with it made it easy for him to relate with other students easily, unlike other courses that did not have a serious name.

A study by Chang et al (2012) was interested to find out why students who were doing medicine opted for a specialty over other specialties. The findings indicated that the students had their own reasons as to why they got for the specialties. To start with, personal intelligence of the students played a big role in this because there were those specialties that intelligence played a very important role.

Secondly, students were always keen on employment opportunities that were available as there were flooded field thus employment opportunities were so limited. Thirdly, attitude was another reason; there were positive and also negative attitudes towards some specialties. Finally there was always shortage of manpower in some specialties, students were keen on getting
employment after training so in most cases they went for specialties that would not keep them waiting for long time before employment.

From the above findings it was very true that most students pegged their careers on availability of employment opportunities in the market. They got demoralized after graduation and taking long without getting a job. Chooet al., (2012) researched on key factors that drove students in choosing engineering as a career in manufacturing firm in a Malaysian manufacturing plant in Malaysia. By administering questionnaires on randomly sampled students, the findings of the study revealed that there was always assumption of how fit an individual was to do the course because engineering was a course that needed a lot of strength that was without the strength an engineer may not be fit for the work.

McGregor, (2007) researched on why students changed professions after graduation, the findings were so interesting that most of these students went for professions with very high employment opportunities in the market because most of the students felt that they could not always waste so much of their time at home and also the expectation of the parents were always high to take the responsibilities of the parents so they should relieve them. A study by Mc Entee, Daly, Clarke and Fitzpatrick, (2005) in the Irish, observed that men and ladies always tended to vary in their 33s, as more ladies than gents preferred careers in General Practice and small number of women got into the neurosurgical. In Nigeria, Issa and Nwalo, (2007), realized that several young people preferred inappropriate professions because of lack of knowledge, counsel from acquaintances, guardians and tutors as a consequence pride that emotionally involved some jobs.
2.3 Factors Influencing Career Choice

Career developments were one of the various significant decisions students made in shaping their prospects and future. This resolution would impact them all through their lives. Braines (2009) talked about the procedure of selecting a career as one of the aptitude and values approximated the abilities and aptitudes expected to achieve success in a given profession, and weighing the employment level that was taken care of when opting for career that was available. The fundamental nature of the type a student would desire to perform in their life long in the employment sector according to (Borchert, 2012). Parents of the students, their peers that they closely related with, teachers who taught them at high school level just to mention a few distinguished the urge for appropriate development of their careers and developing them to another level.

Maina, (2013) affirmed that a person’s development of occupation was likely to be directed by numerous issues as well as cultural ideas, family conditions, career prospects and career direction, a number of people also made career resolution by taking the path of least struggle for instance, following a career path supported by their parents or guardians developing the interest that ate in line with their parents wish or their seniors (Igbinedion, 2011). According to Onsongo,( 2013), career development was determined by several factors as well as individuality, wellbeing, high school attended, the background of upbringing and even salaries that were attached to a career and benefits apart from monetary development.
2.3.1 Gender and Career Choice.

Gender may be defined in different ways depending on the concept at which it is to be used. In this context it’s defined as the relationship that is connecting both male and female, that was according to (FAO, 1997). A study by Greenberger,(2002) realized that male students were still being encouraged to pursue courses that were male related pegged on good payment in terms of salary while girls were also encouraged to pursue female related which were not well paying as compared to the male. To validate this claim, the study cited Florida State in the United States where 99% of the students in the beauty industry were ladies, while majority of the trainees taking plumbing were male. This assertion gained the support of (Igbinedion,2011) who exposed that gender was a significant factor that had an impact on the career path that one did irrespective of interest that an individual had. Burgh (2005) whose findings pointed toward the division in certain colleges determined the choice of careers the students took. However, these conclusions contradicted (Kochung and Migunde, 2001) who affirmed that gender was a major influence in the choice of careers they pursued; gender did not have any big impact in the choice of career. These challenges meant that there could be other factors, as well as gender, which influenced career choice.

Career had turned to be an intrinsic issue in global economic growth. However, a decision on the alternative of a meticulous career suit to one’s concern was multifaceted and poorly understood Garrahy (2001). Individuals often chose their profession; select a job on the basis of familiarity or understanding to the world of work. However, research has positively indicated that gender played an important role in choosing their path of profession they ended in.
This was also in the sense that both ladies and gentlemen per took different careers as this was in line with their self concepts that they developed when they were growing before knowing very well how their future would be (Rodeiro, 2007). Several learners confined their vocation choices to occupations that were gender related (Ferry, 2006). It was assumed that most students did courses at the university without sidelong a course when it came to the issue of gender. The research wanted to find out if at all gender influenced the choice of career in Kisii University School of SOBE which is a public University. This necessitated the inclusion of gender as an independent variable of the study.

2.3.2 Parents and Career Choice

In this context parents may be defined as a student’s father or a student’s mother that the researcher wanted to find out if they had any impact on the choices of courses students in SOBE made. Ladies tended to be weakly influenced on the courses they tended to choose and intimidation on the kind of jobs. According to (Maharaj, 2008), he noted that female students were given more concerned from parents than male students.

Parents were an independent variable that was researched to establish whether they were affecting the choice of career. From a layman view, it was assumed that they tried to influence what their children do in line with their careers. From other researchers, it came out that they had influence because some parents dictated on their children. The researcher wanted to find out if parents had any influence on the Degree courses offered at the School of SOBE in Kisii University.
Falaye and Adams (2008) pointed some factors that influenced career arrangement and progression of student, and some of them were parental interest on their children and academic performance. The period in which one was in college was very critical period for the development of a path in their careers. Some of the positive findings the research suggested that youths’ own aspirations were prejudiced by their parent’s aspirations or prospects.

Mothers counseled their children that if they wanted to enjoy their lives, it was important for them to develop their careers before they settled with families because they may find it difficult to develop their careers when they were in the child bearing age, as it was always assumed that for ladies when they were married they were strictly supposed to take care of the children, having a plan of going back to college to develop their careers may be unheard of according to (Kerka , 2000). Such communications from their parents had an impact because of the respect they had for their parents. Palmer, (2005), researched that there were few enrollments in some courses in Australia like engineering, as much as in some courses there was a big step in advancement, ladies had the minority in the fields that were assumed to be male dominated. Braines, (2009) reported that US government study of the glass ceiling conducted in 1991 exposed that women and minors were held from lower level management positions and directorships.

Durosaro and Nuhu,(2012) reported that the study had commented that women and minors were regularly excluded from informal career development behaviors set of connections, mentoring, and contribution in policy-making committees. In another study by (Gitonga,2013) on the pressure of what parents did on training that lead to choosing a career on obligation of the stages
of growth at colleges and universities level, the conclusion showed affiliation of high parents stereotyping with conservatively male career choices based on preferred male subjects.

A good number of studies conducted in Africa had indicated that most of the ladies were less represented in careers that were scientifically originated as per the research carried out by (FAWE, 1997). Ladies were viewed to be a preference to courses which were not complicated and also which were not scientifically generated. According to (Munyingi, 2012), the order in which children were born in a home had got an influence on how they related to their parents and in so doing they ended up with decisions made by parent. A first born child respected the advice from their father. Consequently mothers had second born children. Several children grow up idealizing the occupation of their parents. The second born seek guidance from their mothers, and that was why it was researched that mothers encouraged their children to developed their careers before families because families tended to consume so much time

Obura and Odongo,(2012) sought to find out what type of careers female students and male students in the Municipality of Kisumu preferred after the completion of their forth form. The results of the research found out that there was a big difference that was contributed by their gender. Enrolment in courses leading to certain careers like engineering, architecture and technology in Kenya, revealed that female students were underrepresented in these courses. Males dominated in most courses except in Education, Home Economics, Nursing and Secretarial Studies.
A study by (Akerman, 2012) realized that independent Schools had an increase in the number of entrepreneurial parents who valued business as a future prospect for their children thus advised their children to undertake Business studies. Similar findings were observed by (Kerka, 2000) realized that students whose parents were self-employed were encouraged to become entrepreneurs. However, a study by (Braines, 2009) found out that a small number of students did appear to be influenced by their families in making a decision on careers.

2.3.3 Peer Influence and Career Choice.

Research indicates that students the world over are faced with a number of challenges in choosing or even deciding a career path that they should take (Nwalo 2008; Macgregor 2007). In his findings Igbininedion (2011) on the research carried out on Nigerian youths, indicated that most of the youths ended up in the wrong professions because they lacked guidance rather information on how they were to develop the careers. Career growth for most people is a permanent thing in helping them to settle in a job they were doing without moving to other jobs in search of satisfaction that they may need or expect in a job and this usually had got a big impact on their development in relation to jobs they do.

Igbininedion,(2011) defined peer influence as a way in which teenagers talk together and the result can influence the outcome. In his research he found that peer group influence was one of the factors that influenced the careers that teenagers did rather courses that they pursued at the university level or even middle level colleges. Peers usually talked about overloaded curriculum in some courses, they talked of technicalities in the subject combinations that led to science oriented professions that were tended and assumed to be for men that were not meant for women.
In the real situations peers may influence career choice positively and also negatively, in the positive side, peers may influence them in achieving career dreams that they had been discouraged for the fear of unknown. Their fellows usually encouraged one another by helping one another in understanding the curriculum and also the knowhow on where they expect to be employed and even to gain industrial experience in the course of their training. They also linked up with organizations that were to be potential employers that could consider them for pre-university engagement.

Parental affection could provide a safe base for children to see the sights and engage in developmental behaviors (Simons, Lowe and Stout, 2003). Cong, Hung, Wang, and Chang (2006) observed that young adults who had strong relationships with their parents were more probable to connect in career investigation and more likely to trail satisfying careers. Falaye and Adams (2008) found out that parents had a great influence on the subjects they did in high school highly determined the future aspiration of their children and their friends, was determined by good performance. The relationship between parents and their children, children among themselves had a great impact on how they influenced careers by talking openly about careers and the goodness of it and how it impacted on their lives after doing it, and it’s usually done by sharing stories that are related to the jobs and in most cases people doing the jobs, the development they were doing and even they intend to do that was according to (Kochung and Migunde, 2011).

Interactions could include positive behaviors such as showing support and interest and communicating openly, or negative behaviors such as pushing and controlling according to (Kisi,
Shields and Shrestha, 2011). By sharing workplace stories, expressing concern for children's future, and modeling work behaviors, parents served as a context for interpreting the realities of work. Parent-child connectedness facilitates risk taking and exploration, which were needed for identity formation in general as well as for the formation of vocational identity.

Peers also encouraged their fellow peers to learn from them, by simplifying to them what they tend not to understand. In so doing it was a serious advantage to the ladies that ended up doing professions that were assumed to be male dominated and vice versa that was according to (Kochung and Migunde, 2011). For a male who was pursuing a secretarial course that was assumed to be female dominated was advantageous to the student employment opportunities at this case was very high thus develop positive attitude to what they were pursuing.

Peers on the other hand could influence negatively on careers of their peers, in so doing, one could end up doing a profession that they may end up changing when they reached the postgraduate level, that was to say that they ended up doing what they realized that they were not enjoying, and the result would always be negative (Gitonga, 2013). Peers also influenced their peers on tribal line in choosing a career. There were those careers in some tribes that were in the public knowledge of the youths and any other that they had never seen a tribes mate doing may not be easily accepted because they do not understand that. He also did a research and indicated that the superlative friend could put forth strong pressure on persons and their choices.

Igbinedion, (2011) found out that in Nigeria, many youths got into inappropriate vocation due to a number of factors amongst them being peer pressure and counsel from friends. As a result,
majority of the youths ended up in professions that they could not enjoy the kind of jobs that they ended up contributing negatively which at the end was a negative impact to the organization that they end up working for. The new students who had just finished forth form and intending to join colleges and even universities end up joining them without a prior knowledge on how they could choose their careers and they end up in one they did not understand.

It was also stated well that peers level of education sometimes had some influence on how they reasoned in career development, in so doing when one related with those who did not make it at the forth level of education they would always be thinking of junior careers that does not have a greater impact on the lives of young men and young ladies. This was true as it was confirmed by Miller, Wells, Springer & Cower, (2003). In their finding they indicated that it was always proper to relate with those peers who could challenge their peers positively rather than relating with those who could always demoralize you in the path you intended to pursue in case of professionalism.

Based on the foregoing arguments peer group was another variable that was to be researched on. Student’s friends or people they relate with closely were to be researched on at which level they influenced the career they pursued as it was assumed that it influenced. Peers were assumed to be in very close contact with their fellows and also had a big impact of what they did. The researcher wanted to find out if peers had influence on students when it came to the choices of all Degree courses in SOBE, Kisii University as there is no research that have been carried out in Kisii University School of Business and Economics on what influenced students in choosing degree courses in the School.
2.3.4 Age and Career Choice.

Age may be defined as the period one has lived in this world from birth, and in this study it was a maturity stage in life that one can decide on his future or personal life without consultation. Age of a student and support from their parents were some of the characters that had an impact on the careers, and some of them preferred what their parents wanted them to do according to (Isa and Nwalo, 2007) as most of the students in the collages indicated that they had an impact on what they studied in colleges. Juma, (2007) revealed that gender and age were imperative factors that pressured career choice.

Secondary schools children assumed that there were some jobs that were meant to be for ladies and some were meant to be for men because they lacked career guidance on the way they choose their careers. A number of research indicated that students in the world were faced with a number of challenges in choosing or even deciding a career path that they would take, that was according to (Nwalo, 2008, Macgregor, 2007).

In his findings Igbininedion, (2011) on the research carried out on Nigerian youths, indicated that most of the youths ended up in the wrong professions because they lacked guidance rather information on how they were to develop the careers. Career growth for most people was a permanent solution in helping them to settle in a job they were doing without moving to other jobs in search of satisfaction that they may need or expect in a job and this usually had a big impact on development to jobs they did.
As students tried to decide on occupational decision, they went through tribulations of harmonizing their career development with their aptitude and also how they performed at their forth form at their Kenya Certificate of Secondary Education according to (Akerman,2012). In most cases, the choice of vocation, subjects, and itinerary of study and the ensuing career paths to choice was a multifaceted of occupation that they had in mind to pursue in life. According to Choo, Norsiah and Tan (2012) understanding the motive that front to the choice of vocation was significant.

Dietrich and Kracke (2009) researched on age as factor looked at with career choices that people made, it had an impact on the findings. He stated that there were those who joined middle level colleges or universities at a very tender age. In this case they had not matured to choose a lifetime careers because they had not decided on what they wanted out of their lives. In this case they choose careers without taking so many considerations. On the other hand, those who joined universities at the right age did not have so many challenges because at this time they tended to know what the future had for them and even the career they wanted for their lifetime. At this age was when they were aggressive to find out more about a career and even tried to know the financial benefits and even other benefits that may be attached with the career and even career growth that goes along with the profession, they were not easily challenged as to what they expected in any other career according to Mwachaka and Mbugua,(2010).

There was another group of students who were mature. Mature in this context meant that one joined colleges or universities and were working. This was usually a very technical group because they joined the educational institutions when they had developed their career path. These
were employees that were sponsored by their employers for further studies so that they could improve on their job performance and also for promotions into another job group. It’s very hard for this group of students to be influenced by peers because getting their peers in these colleges was not very easy, which was firmly confirmed that they were not influenced in the career they were pursuing according to (Falaye and Adams, 2008)

From the above research done by different researchers it was noted that all the above factors that affected career choice in once life. From random check very few individuals had careers that they solely decided on. Mostly one was influenced by maybe the developments that were done by professionals in different fields, and also to some the type of cars that were driven by people working in good organizations doing different jobs. Also there were those other factors that affected the choice of career and were not captured in this research and as a result it would always be different issues that affected an individual, they may personal, communal and even family related that made one to decide what they wanted to be in future. There were those that were personate about a career and they did not need to be guided but person driven them on what they were to do to satisfy their childhood dreams that they had.

Age was proved to some extent to affect the careers chosen and the research sought to find the to which extent it affected the choice of career of students in the School of Business. There are those students who joined university when they were underage, and from this they were assumed that they could not make personal decisions without being influenced. The researcher wanted to find out if at all age had influence on the choice of careers in the school of SOBE as this school is vibrant in Kisii University as a Public University.
2.4 Conceptual Framework

Figure 2.1 Conceptual Framework Showing the Factors Determining Choice of Career

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Dependent Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factors influencing Choice of Career</td>
<td>Career Choice</td>
</tr>
<tr>
<td>-Gender influence</td>
<td>-Student’s academic performance</td>
</tr>
<tr>
<td>-Age influence</td>
<td>-students course completion</td>
</tr>
<tr>
<td>-Peer group influence</td>
<td>-Students pursuing professional courses</td>
</tr>
<tr>
<td>-Parental influence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intervening variables</td>
</tr>
<tr>
<td></td>
<td>-Availability of finance</td>
</tr>
<tr>
<td></td>
<td>-Academic performance</td>
</tr>
<tr>
<td></td>
<td>-KUCCPS Requirements</td>
</tr>
</tbody>
</table>

Source: Researcher (2015)

Figure 2.1 shows the conceptual framework of the factors determining the choice of career. The dependent variables were the choice of careers which were influenced by a number of factors.

2.5 Intervening Variables

2.5.1 Academic Performance

Academic performance is how a student performs to enable him or her to join university. that was to say that for a student to join a university one had to have done his or her Kenya Certificate of Secondary Education and attained a grade that is between a grade of A and B- for admission in the School of Business and Economics. There were those students who joined university as self-sponsored students who were not sponsored by the Government.
There are some careers that are determined by academic performance, this determines the course that one pursue. Like in SOBE, Bachelor of Commerce, the options a student takes will be determined by how they performed at year one and two. For one to take medicine as course at the University of Nairobi, the student must have good grades in K.C.S E.

2.5.2 Course Completion Rate

Course completion rate was another variable. In this case the rate at which students doing other courses could encourage other students to join the specialization because of the rate at which they were graduating after completion and the rate at which other students see graduates being absorbed in the job market. Also on this, students drop rate was minimized making other students developed positiveness on their course. On completion rate it help students to chose careers they are sure of completion to get employment. Every students intention was to complete the course because the spend a lot of money on tuition, and also they look at career growth that come along with the completion rate so that they can develop their careers once on the job market.

2.5.3 Students’ Persuing Professional Courses

Finally, students’ persuing professional courses was another reason as to why others did some courses, example student doing Bachelor of Commerce (Accounting Option) would always be encouraged to do a professional course like Certified Public Accounts to create a big chance of employment after graduating. Most students had a big hope after graduating so they don’t want to persued courses that would make them float in the job market without employment for a long time. A professional course is usually considered marketable because growth in it is not hard as
there are some jobs that can only be done by professionals. Falaye F.W (2008) indicated that there are career decisions that students make in schools depending on their performance.

2.6. Intervening Variables

2.6.1 Availability of Finance

The intervening variables were financial constraints, in this it was the capability of the student’s ability to pay his or her tuition fees for the period of the study. There are those students who were self sponsored, and government sponsored, in all, for any student to pursue any course in the university, the fees factor was taken into consideration for a student to complete his course. Issa, and Nwalo (2007) stated that availability of funds of undergraduate students in Nigeria Library and Information Science School was pegged on the capability of student fees payment which was the case across the universities. To pay tuition fees for any career was developing an individual career path chosen.

2.6.2 Academic Performance

Academic performance of a student affected the course they did thus leading in career choices that was to say that each course have got an average cluster that a student must have gotten in order to be allowed to do a degree course. In SOBE there are several courses with different clusters, so a student was admitted according to grade achieved at the end of secondary education. Mc Gregor,D(2007) researched on career choice for Nursing and he found out that academic qualifications are pegged on the career of nursing because its touching on the lives of people. Academic performance leads to choosing a career that one can do and even grow on for the betterment of the organization that engages them for good production.
2.6.3 KUCCPS Requirements

Kenya Universities and Collages Central Placement is body that deals with admitting students in all public universities and colleges within the country. This is a government body that admits students in all public universities in the country depending on the grades students got at the end of their secondary education and the clusters they got to enabled them did the courses admitted to do. Choo, and Norsiah,(2012) researched on what drives engineers in choosing the career in Malaysia, his findings indicated that they are admitted by the Malaysian Government based on the academic performance of the student. In line with this, it can be assumed that KUCCPS plays a big role on the career students who are in public Universities does. For students who may be misplaced by the body does inter-faculty transfers when they join universities to do courses they qualify to do and this happens when cluster qualifies a student to transfer into the course.

2.7 Summary of Research Gap

The research reviewed on Career choice indicated that there were obvious factors that influenced student’s career choice rather the obvious qualification that bound or allow students to pursues a definite career of their choice, the right subject matter combination is an obstacle to many students in career choice since the Kenya Placement Central Services selects and places the students to pursue course leading to a careers that the students had not chosen.

This led to taking of professions that did not make the difference between enjoying and detesting the career in future. Some students were placed in courses in which when they join the university they change and join others to avoid pursuing career that were unattainable leading to frustration. Each student career undertaking was influenced by many factors, including the context in which they live, their personal aptitudes, and educational qualifications.
The study wanted to fill the identified gap on the factors that made Kisii university students of SOBE in choosing courses they pursued because SOBE offers a wide range of courses in Kisii University, also what influenced students who were pursuing Bachelor of Commerce in choosing different specializations at their year three of study.

It will also fill the gap on the importance of experience, that is industrial attachment to lean a profession they are pursuing, this is very important because SOBE students do go for industrial attachments that enriches their studies and as a result of this they end up being given Pre-University employment with relevant organizations like Co-Operative bank of Kenya. Some organizations that offered internship for SOBE students also requested for students in some specialized areas of their interest that eventually led to employment after their graduation in the said organizations like Kenya Revenue Authority just to mention but a few.

Finally, there is no research that have been carried out in Kisii University as a public University, School of SOBE on what influenced students in choosing different courses. The researcher wanted to fill the gap of finding out what made students to choose different degree courses in this University. Also the researcher wanted the findings to be used in the university in counseling students on career choice in SOBE.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Research Design
Research design is defined as the total plan for getting research solutions to the challenges being researched and for tackling some of the questions that the researcher came across when doing the work. Descriptive research design was used in study. It looked at the choices other students had made and factors that influenced them and prevailing conditions among the university students. The study design was suitable because the respondents had homogenous characteristics that needed to be explained with an in-depth analysis after analyzing the raw data from the field.

Rajendra (2008) described research design as the linkage and organization of conditions for collection and analysis of data in a manner that aimed at combining relevance to the research purpose with economy in the procedure. He further argued that research design focused on the structure of an enquiry, which led to the minimization of the chance of drawing the wrong casual inferences from the data. According to Kothari (2011), a research design was defined as the order of situations for placing together and analyzing of findings in a way target to put together importance to the work.

3.2 Area of Study.
The research was conducted in the School of Business and Economics in Kisii University, main campus, Kenya. The university’s main campus is situated in Kisii County in the Western part of Kenya, about 3 kilometers from Kisii central business district. Kisii County is located in the former Nyanza province in south western part of Kenya. It has a population of 1.3 million; it is the central, largest and capital town of the Gusii ethnic group, which is the most inhibitors of the county. It is bordered with four counties; Nyamira County to the Northern East, Narok County to
the Southern part and Homabay and Migori Counties to the Western. The county is located to the Southern East part of the fresh water lake in East Africa, Lake Victoria and covers a total of 1,317.4 Kilometers. The County is between latitude 0030’ and 100 Southern and longitude 34° 37’ and 35°Eastern. The school of Business and Economics was chosen because it’s one of the most vibrant schools in Kisii University and it had the highest number of student in the university, main campus where research was carried out.

3.3 Target Population.

Target population for this research was 1998, all degree students from year one to four, who were in different years of study pursuing various courses in the school of Business and Economics, Kisii University main campus.

Table 3.1 Target Population

<table>
<thead>
<tr>
<th>Courses</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Commerce</td>
<td>860</td>
</tr>
<tr>
<td>Bachelor of Business Management</td>
<td>523</td>
</tr>
<tr>
<td>Bachelor of Purchasing and Supplies Management</td>
<td>150</td>
</tr>
<tr>
<td>Bachelor of Entrepreneurship and Small Business Management</td>
<td>84</td>
</tr>
<tr>
<td>Bachelor of Catering and Hotel Management</td>
<td>70</td>
</tr>
<tr>
<td>Bachelor of Ecotourism</td>
<td>85</td>
</tr>
<tr>
<td>Bachelor of Human Resource Management</td>
<td>20</td>
</tr>
<tr>
<td>Bachelor of Office and Secretarial Management</td>
<td>48</td>
</tr>
<tr>
<td>Bachelor of Information Management</td>
<td>83</td>
</tr>
<tr>
<td>Bachelor of Economics and Statistics</td>
<td>75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1998</strong></td>
</tr>
</tbody>
</table>

Source: Student Registry- Kisii University (2015/16 academic year)
3.4 Sampling Procedure and Sample Size

School of Business and Economics of Kisii University was purposively identified for the study because it had the highest student numbers as compared to other schools, also student chose their careers in the third year in Bachelor of commerce and Bachelor of Business and Management programs while in other programs they choose their careers from year one.

The study adopted stratified sampling technique to obtain relevant information from all the departments’ within the school of Business and Economics in Main Campus. The researcher first classified the students in terms of the programs they pursue.

Then, from each stratum, a sample of respondents was picked at random, in a way that each characteristics of the unit of sample approximated a wide characteristics of the total population by stratification according to programs, the study ensured that all the departments were involved in the study and also avoided the problem of sample selection biasness and also for discovering other important variables under the study. According to Bog and Gall,(1999) Stratified sampling was a number of selecting a number of subjects or sample from the population. Since the school of business and economics had 1998 students in 2015/2016 calendar year according to Kisii university student’s registry and sample size of 385 was used. The researcher gave out the questioners and when sorting them, the breakdown of the sample used from the School was as shown in below table.
### Table 3.2 Summary of population and Sample Size

<table>
<thead>
<tr>
<th>Course</th>
<th>Total population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Commerce</td>
<td>860</td>
<td>140</td>
</tr>
<tr>
<td>Bachelor Of business management</td>
<td>523</td>
<td>102</td>
</tr>
<tr>
<td>Bachelor of Purchasing &amp; Supplies Management</td>
<td>150</td>
<td>30</td>
</tr>
<tr>
<td>Bachelor of Entrepreneurship &amp; Small Business Management</td>
<td>84</td>
<td>20</td>
</tr>
<tr>
<td>Bachelor of Catering &amp; Hotel Management</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>Bachelor Of Ecotourism</td>
<td>85</td>
<td>12</td>
</tr>
<tr>
<td>Bachelor of Human Resources Management</td>
<td>20</td>
<td>08</td>
</tr>
<tr>
<td>Bachelor of Office &amp; Secretarial Management</td>
<td>48</td>
<td>17</td>
</tr>
<tr>
<td>Bachelor of Information Management</td>
<td>83</td>
<td>20</td>
</tr>
<tr>
<td>Bachelor of Economics &amp; Statistics</td>
<td>75</td>
<td>26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1998</strong></td>
<td><strong>385</strong></td>
</tr>
</tbody>
</table>

**Source: Student Registry- Kisii University (2015/16 academic year)**

The sample size was determined using the Krejcie and Morgan (1970) table for determining sample size from a given population (See Appendix VII).

### 3.5 Data Collection Instrument.

Data was collected through self-administered questioners. A five point Likert type scale of questioner was used to test the level of agreement with the questions by the respondents. The questionnaires were picked and dispatched to the respondents and left with them for a period of two days. After that, the questionnaires were collected. If a respondent had not filled the questionnaire at the time of collection, more time was allowed and it was collected after some hours or the following day.
3.5.1 Validity of Research Instruments

Validity of an instrument of study was defined as the level at which an instrument purports to what it measures (Kothari, 2009). The questionnaires validity was determined by research supervisors and research experts. This was aimed at determining items for the areas that needed to be altered or modified for clarity and relevance to the study.

3.5.2 Reliability of the Research Instrument

Reliability is defined as the degree of consistency that the instrument demonstrates. The researcher used pilot testing method because it was expected that some items or questions would have several possible answers. Reliability and validity is the degree to which an assessment tool produced stable and consistent results. It was also the research level of internal consistency of instruments Kothari, (2009). To test for reliability, Alpha Co-efficient was calculated on the piloted questionnaire, it was used as the internal consistency measure of items in the questionnaire with a result of 0.76. After working out and getting the result of 0.76, it was measured reliable for the research since the result was higher than 0.75 (0.75 > 0.07)
3.6 Data Presentation and Analysis

For data accuracy to uncover errors and omissions that might hold up the accuracy, data was cleaned. The collected data was captured into statistical software in the computer SPSS package (Statistical Package for Social Sciences) for examination. The results were then changed into quantitative form through coding making it easy to scrutinize. Results were scrutinized using descriptive statistics specifically frequencies, percentages, weighted averages and inferential statistics.

Regression model that was used: \( Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon \)

Where: \( Y = \) career Choice

\( \beta_0, \beta_1, \beta_2, \beta_3 \) are the regression coefficients

\( X_1 = \) Age,

\( X_2 = \) Gender

\( X_3 = \) Parental Influence

\( X_4 = \) Peer influence

\( \epsilon \) is the error term
3.8 Ethical consideration.

The researcher gave an approval letter from relevant authorities were issued to the management of Kisii University stating who the researcher was and what type of research study the researcher undertook. The researcher also indicated that the data collected was only be used for research purposes alone so as to maintain confidentiality.
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

Discussions on the result of the study were presented in this chapter. It began by describing the socio-economic features of the respondents, year of study, what motivated the students in choosing careers, the factors determining choice of careers, how age, gender, peer group and parents influenced career choices of students in the School of Business.

4.1. Response Rate

The researcher issued three hundred and eighty five questionnaires to SOBE students in main campus, out of which were sorted and only three hundred and eighty five less one hundred and fifty four were duly filled and returned to the researcher giving a return response rate of 60%. This was reflected in the 4.1 table below.

Table 4. 1 Response Rate

<table>
<thead>
<tr>
<th>Strata</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaires Issued</td>
<td>231</td>
<td>60</td>
</tr>
<tr>
<td>Questionnaires returned</td>
<td>154</td>
<td>40</td>
</tr>
<tr>
<td>Questionnaires Not returned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>385</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field data (2015/2016 academic year)

In the above table, it is clearly showing that the response rate was not 100% in that the questionnaires issued to SOBE Students, but those returned were two hundred and thirty one which was represented by 60%. According to Mugenda and Mugenda,( 2003) a great response is
represented by 70%, adequate response is represented by 50%. With the response rate of 60% of the returned questionnaires, it was considered adequate for this research.

4.1.1 Demographic Characteristic of the Respondents

This research wanted to know the demographic (gender) individuality of the SOBE students in specific areas like gender, bracket of age (in years), status in marriage and the year of study of the respondent. This was to give the researcher a green light on the general information about SOBE students who were to be part in the study.

Table 4.2 Analysis of the Respondents’ Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>152</td>
<td>65.8%</td>
</tr>
<tr>
<td>Female</td>
<td>79</td>
<td>34.2%</td>
</tr>
<tr>
<td>Total</td>
<td>231</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Source: Field data (2015/2016 academic year)

Table 4.2 showed that the male SOBE students who were involved in this research were 65.8%, while the female respondents were 34.2%. There was no gender discrimination on the courses students were taking in the School of Business of Kisii University, and this concurred with Igbinedion, (2005) who conducted a study in Irish and observed that ladies and gentlemen had a tendency to vary in career choices the pursued.
4.1.2 Respondents Age Bracket.

The study wanted to find out the respondent’s age bracket of the students because in the school of SOBE, there were mature students who were pursuing courses and also those who were admitted fresh from high school by KUCCPS. There were also those who were self-sponsored and the findings were as indicated in the figure 4.1 below.

**Figure 4.1 Respondents Age Bracket**

![Bar Chart](Image)

**Source: Field data (2015/2016 academic year)**

From the above figure, 90% of the respondents were of 19-20 years age bracket which was the highest group of students who were used in the research.
The second highest groups of students were of the age bracket of 21-22 which was represented by 80%. The third group of students that were also involved in this research were of the age bracket of 23-26 that was represented by 37%. The forth group of students were those who were under 18 years and were represented by 9% finally were of age bracket of over 27, had a percentage of 19%. This showed that students in school of business were youthful in age, a bracket of between19-22. This concurred with (Owie, 2003) who argued that age was the most critical factor in career choice; intrinsic interest in the line of work which comes with age was the most important rationale why an individual chooses a specific career.

4.1.3 Respondents Marital Status

In this, the researcher wanted to find out if at all the students in the school of SOBE had other responsibilities that may had influenced their choice of courses rather careers they were pursuing and the findings were as showed in the table below. Married students tended to have a lot of responsibilities and difficulties to balance work, studies and family. Mothers advising their children that its important to established in careers before they raised families, both constitutes and perpetuates particular gender understanding between paid work and childrearing (Ferry, 2006).

From the findings, 89.6% of the students who took part in the research were single showing that married students were only represented by 8.2% which was a small representation, showing that students listened to their parents advice that they should concentrate on their career before they settle down to start family because they will not have time to carry on with their careers and even the growth of careers.
Table 4.3 Respondents Marital Status

<table>
<thead>
<tr>
<th>Marital status</th>
<th>frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>207</td>
<td>89.6%</td>
</tr>
<tr>
<td>Married</td>
<td>19</td>
<td>8.2%</td>
</tr>
<tr>
<td>Others</td>
<td>5</td>
<td>2.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>231</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

**Source: Field data (2015/2016 academic year)**

Majority of the respondent in the School of Business were single students who were pursuing different careers and they were two hundred and seven, represented by 89.6%, students who were married were nineteen represented by 8.2% while the other five students indicated non which was not specific and was represented by 2.2%. Students, who were married sometimes, were likely to have a lot of responsibilities and some challenges to balance their course responsibilities and their families while the unmarried students were assumed to have fewer responsibilities thus they had a lot of time to concentrate on their studies and pursued their careers. Mothers advised their children that before they raised families, it was important to establish themselves with a career, (Ferry, 2006).

Messages that were powerful that concerned family helped young people laid the foundation on how their options on career could be viewed. Adults should always communicate such messages to their young ones which directed the strength as a result of their gender may decreased or increased their young ones view on their abilities on certain careers.
4.1.4 Respondents Year of Study

The years of study of respondents were sought in the School of Business because the researcher wanted to involve all the students in different years of study so as to authenticate the study as reliable with positive findings and the outcome on the years of study were indicated in the bellow table.

**Table 4.4 Respondent’s Year of Study**

<table>
<thead>
<tr>
<th>Year study</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year one</td>
<td>39</td>
<td>16.9</td>
</tr>
<tr>
<td>Year two</td>
<td>99</td>
<td>42.9</td>
</tr>
<tr>
<td>Year three</td>
<td>79</td>
<td>34.2</td>
</tr>
<tr>
<td>Year four</td>
<td>14</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>231</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Field data (2015/2016 academic year)

As shown in table above it was evident that 42.9% of respondents were in their year two of study and they were the highest group of student’s respondents, followed by those students in year three of their study which was represented by 34.2%. Finally students who were in their first year of study were represented by 16.9% and students in fourth year of study were represented by 6.1% respectively. This implied that data obtained from the students were representative.
4.1.5 The Factors Determining Choice of Career

The study wanted to determine the elements determining a profession; respondent were asked to rate various factors determining choice of career. Table 4.5 below indicated the response obtained from the respondents on general assumptions using the scale 5: Most influential 4: Influential 3: Moderately influential 2: Less influential 1: Least influential

Table 4.5 Showing General Factors Determining Choice of Career

<table>
<thead>
<tr>
<th>Factors</th>
<th>L.I</th>
<th>L.I</th>
<th>M.I</th>
<th>M.I</th>
<th>M.I</th>
<th>Σfi</th>
<th>Σfiwi</th>
<th>Σfiwi</th>
<th>Σfi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of career knowledge</td>
<td>78</td>
<td>102</td>
<td>36</td>
<td>15</td>
<td>0</td>
<td>231</td>
<td>450</td>
<td>1.95</td>
<td></td>
</tr>
<tr>
<td>Inexperience</td>
<td>72</td>
<td>109</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>231</td>
<td>440</td>
<td>1.90</td>
<td></td>
</tr>
<tr>
<td>Peer group</td>
<td>35</td>
<td>70</td>
<td>70</td>
<td>40</td>
<td>16</td>
<td>231</td>
<td>625</td>
<td>2.71</td>
<td></td>
</tr>
<tr>
<td>Advice from Parents</td>
<td>9</td>
<td>21</td>
<td>62</td>
<td>103</td>
<td>36</td>
<td>231</td>
<td>829</td>
<td>3.59</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>0</td>
<td>0</td>
<td>45</td>
<td>114</td>
<td>72</td>
<td>231</td>
<td>951</td>
<td>4.12</td>
<td></td>
</tr>
<tr>
<td>Prestige of the Career</td>
<td>13</td>
<td>60</td>
<td>87</td>
<td>48</td>
<td>23</td>
<td>231</td>
<td>701</td>
<td>3.04</td>
<td></td>
</tr>
<tr>
<td>Vocational Guidance</td>
<td>35</td>
<td>0</td>
<td>54</td>
<td>125</td>
<td>17</td>
<td>231</td>
<td>782</td>
<td>3.39</td>
<td></td>
</tr>
<tr>
<td>Career Counseling</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>101</td>
<td>114</td>
<td>231</td>
<td>1022</td>
<td>4.42</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field data (2015/2016 academic year)

The results in the above table showed the extent at which the general factors influenced the choice of career in the School of Business and Economic.
From the findings, career counseling had the highest mean of 4.42 which indicated that students in the school of SOBE are less influenced by lack of career knowledge which was presented by a mean of 1.95. Also, teachers had an influence on the career the students were undertaking which was represented by a mean of 4.12. Advice from parents, peer group influence and prestige of the career had a mean of 3.59, 2.71 and 3.04 respectively. Inexperience had the least mean of 1.90 which had very little influence on career choice. Finally; vocational guidance was represented by 3.39 which was a good indicator that students should be guided in choosing their career. From the above table, it was concluded that career counseling, vocational guidance and advice from parents played a greater role in choosing a career.

A study by Akerman, (2012) realized that Independent Schools had an increase in the number of entrepreneurial parents who valued business as a future prospect for their own children and thus advised their children to undertake Business Studies as a subject. Similar findings were observed by Juma, (2007) who realized that entrepreneurs whose parents were self-employed were encouraged by their independence and flexibility of self-employment to become entrepreneurs themselves hence career choice in students were influenced.
4.1.6 Gender influence on students’ career choices.

The study wanted to find out if gender as one of the independent variables did have an impact in students’ selection of courses. The table below indicated the response obtained from the field from SOBE.

**Table 4.6 Gender influences on students’ careers choices**

<table>
<thead>
<tr>
<th>Factors</th>
<th>L.I</th>
<th>L.1</th>
<th>M.I</th>
<th>I</th>
<th>M.I</th>
<th>(\sum f_i)</th>
<th>(\sum f_iw_i)</th>
<th>(\sum f_iw_i)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender stereo type</td>
<td>1</td>
<td>68</td>
<td>105</td>
<td>57</td>
<td>0</td>
<td>231</td>
<td>575</td>
<td>2.49</td>
</tr>
<tr>
<td>Gender self concept</td>
<td>0</td>
<td>63</td>
<td>108</td>
<td>60</td>
<td>0</td>
<td>231</td>
<td>690</td>
<td>2.99</td>
</tr>
<tr>
<td>Conservative gender occupation</td>
<td>12</td>
<td>63</td>
<td>86</td>
<td>49</td>
<td>21</td>
<td>231</td>
<td>697</td>
<td>3.02</td>
</tr>
<tr>
<td>General gender interest</td>
<td>62</td>
<td>123</td>
<td>43</td>
<td>2</td>
<td>1</td>
<td>231</td>
<td>450</td>
<td>1.95</td>
</tr>
</tbody>
</table>

**Source: Field data (2015/2016 academic year)**

Table 4.6 above showed that conservative gender occupation played a greater force in student’s selection of career in the school of SOBE. General gender interest had the least mean of 1.95 which translated to the effect that it did not have a great influence in the choice of the student’s career. Gender stereo type and gender self-concept had an influence with the mean of 2.49 and 2.99 respectively.

This claim gained the support of Igbinedion, (2011) who revealed that gender was a pertinent contributor in the selection of copy typist as a course in middle level colleges. Burgh (2005) whose findings indicated that biasness in certain professions also prevented learners from
selecting reliable careers, however, these findings contradicted Kochung and Migunde, (2001) study which realized that most learners who participated in the research were influenced by gender, in support of this claim, gender was absolutely a strapping control on career choice.

4.1.7 Parents Influence on the Students Career Choice

The study wanted to research on whether parents influenced the students in choosing careers that they were pursuing in SOBE, and the findings were as showed by the researcher in the table below.

Table 4.7 Parents Influence on Students Choice of Career

<table>
<thead>
<tr>
<th>Factors</th>
<th>L.I</th>
<th>L.I</th>
<th>M.I</th>
<th>I</th>
<th>M.I</th>
<th>Σfi</th>
<th>Σfiwi</th>
<th>Σfiwi</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrepreneurial parents</td>
<td>1</td>
<td>18</td>
<td>50</td>
<td>80</td>
<td>82</td>
<td>231</td>
<td>917</td>
<td>3.97</td>
</tr>
<tr>
<td>Parental advice</td>
<td>14</td>
<td>54</td>
<td>41</td>
<td>76</td>
<td>26</td>
<td>231</td>
<td>679</td>
<td>2.93</td>
</tr>
<tr>
<td>Parental profession</td>
<td>63</td>
<td>102</td>
<td>15</td>
<td>38</td>
<td>13</td>
<td>231</td>
<td>529</td>
<td>2.29</td>
</tr>
<tr>
<td>Parental level of education</td>
<td>14</td>
<td>28</td>
<td>30</td>
<td>73</td>
<td>86</td>
<td>231</td>
<td>882</td>
<td>3.81</td>
</tr>
<tr>
<td>Parental involvement</td>
<td>65</td>
<td>67</td>
<td>65</td>
<td>17</td>
<td>17</td>
<td>231</td>
<td>547</td>
<td>2.36</td>
</tr>
<tr>
<td>Parental age</td>
<td>14</td>
<td>28</td>
<td>45</td>
<td>86</td>
<td>58</td>
<td>231</td>
<td>839</td>
<td>3.63</td>
</tr>
</tbody>
</table>

Source: Field data (2015/2016 academic year)

A study by Akerman, (2012) realized that Independent Schools had an increase in the number of entrepreneurial parents who valued business as a future prospect for their own children and thus advised their children to undertake Business Studies as a subject. Similar findings were observed
by (Juma, 2007) who realized that entrepreneurs whose parents were self-employed were encouraged by their independence and flexibility of self-employment to become entrepreneurs themselves hence career choice in students were influenced. When respondents were asked if parents influenced the students in choosing a career, it was derived that entrepreneurial parents had the highest mean of 3.97 influences on their children choice of career.

Parent’s profession which had a mean of 2.29 had the least influence on the choice of career. Education level of parents which had a mean of 3.81 and age of parents which had a mean of 3.63 influenced the choice of career averagely in the SOBE. Parent’s involvement on the lives of their children did not have much impact on the choices of career their children partake. Finally, most students ignored advice from their parents on the choice of career which was represented by a mean of 2.36. According to Akerman, (2012), parents could provide direction and guidance honestly on some way, to persuade a youth in career choice. Case in point, parents provided suitable maintenance for certain professional choices which had a trend to follow their own (Rodeiro, 2007). Munyingi, (2012) also indicated that Parents often had an influence on their teenagers career growth by certainly supporting or punishing definite characters that could promote or disapprove certain interests or abilities. Siblings could be a basis of question and rivalry and a source of evaluation of abilities, a framework for identity foundation.
4.1.8 Peer Group influences Student’s Choice of Careers

The study wanted to discover whether Peer group influenced student’s choice of careers, the responses from SOBE students were as indicated in the table below.

Table 4.8 Peer Group influences Students’ Choice of Careers

<table>
<thead>
<tr>
<th>Factors</th>
<th>L.I</th>
<th>L.I</th>
<th>M.I</th>
<th>I M.I</th>
<th>Σf_i</th>
<th>Σf_iw_i</th>
<th>Σf_iw_i</th>
<th>Σf_i</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peers attitude toward a career</td>
<td>11</td>
<td>65</td>
<td>82</td>
<td>49</td>
<td>24</td>
<td>231</td>
<td>542</td>
<td>2.34</td>
</tr>
<tr>
<td>Peer confidence</td>
<td>57</td>
<td>120</td>
<td>47</td>
<td>5</td>
<td>2</td>
<td>231</td>
<td>468</td>
<td>2.02</td>
</tr>
<tr>
<td>Peer group age</td>
<td>15</td>
<td>68</td>
<td>80</td>
<td>45</td>
<td>23</td>
<td>231</td>
<td>686</td>
<td>2.96</td>
</tr>
<tr>
<td>Peer group gender</td>
<td>0</td>
<td>75</td>
<td>105</td>
<td>49</td>
<td>2</td>
<td>231</td>
<td>671</td>
<td>2.90</td>
</tr>
<tr>
<td>Peers awareness’</td>
<td>1</td>
<td>75</td>
<td>106</td>
<td>48</td>
<td>1</td>
<td>231</td>
<td>666</td>
<td>2.88</td>
</tr>
</tbody>
</table>

Source: Field data (2015/2016 academic year)

The study found out that Peer Group influenced Students Choice. Peer group age had the highest mean of 2.96 on the influence of the choice of a career in a student’s life. Peer group gender had a mean of 2.90 which was the second highest mean on influence on peer influence. Peer confidence had the least influence, with a mean of 2.02 on the influence of student’s care
4.1.9 Age Influence on Choosing a Career

The study sought to establish the Skills that affected a career due to Age of students in SOBE and the findings were as presented in the table below by the researcher.

Table 4.9 Age influence on Choice of Career

<table>
<thead>
<tr>
<th>Factors</th>
<th>L.I</th>
<th>L.I</th>
<th>M.I</th>
<th>I</th>
<th>M.I</th>
<th>(\sum f_i)</th>
<th>(\sum f_iw_i)</th>
<th>(\frac{\sum f_iw_i}{\sum f_i})</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal aptitude</td>
<td>16</td>
<td>73</td>
<td>80</td>
<td>42</td>
<td>20</td>
<td>231</td>
<td>670</td>
<td>2.90</td>
</tr>
<tr>
<td>Educational attainment</td>
<td>57</td>
<td>120</td>
<td>46</td>
<td>7</td>
<td>1</td>
<td>231</td>
<td>468</td>
<td>2.02</td>
</tr>
<tr>
<td>Career Experience</td>
<td>10</td>
<td>64</td>
<td>91</td>
<td>46</td>
<td>20</td>
<td>231</td>
<td>695</td>
<td>3.00</td>
</tr>
<tr>
<td>Personal interest</td>
<td>0</td>
<td>72</td>
<td>105</td>
<td>54</td>
<td>0</td>
<td>231</td>
<td>675</td>
<td>2.92</td>
</tr>
<tr>
<td>Direct career exposure</td>
<td>0</td>
<td>67</td>
<td>105</td>
<td>59</td>
<td>0</td>
<td>231</td>
<td>685</td>
<td>2.96</td>
</tr>
<tr>
<td>Expected financial reward</td>
<td>5</td>
<td>65</td>
<td>98</td>
<td>55</td>
<td>8</td>
<td>231</td>
<td>689</td>
<td>2.98</td>
</tr>
</tbody>
</table>

Source: Field data (2015/2016 academic year)

The respondents were asked to point out the knowledge that affected career choice due to their age. Their responses were as follows. Career experience had the highest mean of 3.00 which showed that a student developed an interest in a previous career before training. Also, expected financial reward motivated the students in choosing a specific career based on the salary they were expecting at the time of employment. Direct career exposure had a mean of 2.96 and personal interest with a mean of 2.92, also influenced the students choice of career. Educational
attainment which had the least mean of 2.02 did not have so much influence on the career of a student because there were mature entry students who joined other professions after attaining a diploma in a relevant field. Personal aptitude has moderately influenced high respondents because most students in the school of SOBE were between 19-22 years of age.

The control of knowledge understanding could be outstanding to the fact that it was in schools that students studied and researched on different careers before they build their career choices and decided on several topics of study put together that finally guided to their career choices. Kochung and Migunde,(2011). Through also their erudition experiences while in school, those students come to a decision on what they wanted to go in for yet to come in relation to their careers. This also concurred with( Owie ,2003) who argued that age was the most critical factor in career choice; the most significant rationale why a person opted for a specific career was because the person had natural zest in the area which came with age.

4.2.0 Hypotheses Testing

Hypothesis testing was conducted with the view of determining both the appropriateness of the individual predictory power of the independent variables on the career choice of the students. This was done as follows;

\( H_{01} \): Gender does not have influence on the career choice of the students. This is a null hypothesis stated as; \( H_{0}: \beta_1 = 0 \). From the t tests in the regression coefficient table, the predictor, Gender, has a beta coefficient of predictor gender is 0.365.
The t statistic is 5.459 with the P value of 0.000. If the degree of freedom is 0.05, then it can be concluded that Gender has a statistically significant influence on the students` career choice. The \( H_0: \beta_1 = 0 \) is therefore rejected in favor of alternative hypothesis, stated as: \( H_1: \beta_1 \neq 0 \).

**H\(_{02}\):** Age of students does not have influence on their career choice. This null hypothesis is stated as; \( H_0: \beta_2 = 0 \), while its alternative is expressed as; \( H_1: \beta_2 \neq 0 \). The t statistics has shown that with the beta coefficient of 0.207 and T value of 2.862; P Value= 0.005 against degree of freedom of 0.05, age has a statistically significant influence on the students` career choice. The null hypothesis is therefore rejected and alternative hypothesis adopted.

**H\(_{03}\):** Peer group does not influence the students` career choice. This null hypothesis is stated as; \( H_0: \beta_3 = 0 \), while its alternative is expressed as; \( H_1: \beta_3 \neq 0 \). The t statistics has shown that with the beta coefficient of -.012 and T value of -.209; P Value= 0.834 against degree of freedom of 0.05, peer has no statistically significant influence on the students` career choice. The null hypothesis is therefore accepted and has no impact on the multiple regression model.

**H\(_{04}\):** Parents do not have influence on the career choice of students. This null hypothesis is stated as; \( H_0: \beta_4 = 0 \), while its alternative is expressed as; \( H_1: \beta_4 \neq 0 \). The t statistics has shown that with the beta coefficient of .032 and T value of .486; P Value= 0.627 against degree of freedom of 0.05, parents has no statistically significant influence on the students` career choice. The null hypothesis is therefore accepted and has no impact on the multiple regression model.
H0: The independent variables (parents, peer group, age and gender) all put together have no influence on the career choice of students. The null hypothesis here is expressed as: H0: $\beta_1 = \beta_2 = \beta_3 = \beta_4 = 0$. From the ANOVA table, F test statistics can be obtained as, $F=20.602$ with the P value of .000 against a threshold of 0.05. This implies that the hypothesis is rejected and alternative hypothesis is rejected and the alternative of $H_1: \beta_1 \neq 0$ adopted. The regression model is therefore appropriate in predicting the outcome of career choice of SOBE students.

4.2.1 Relationship between the Factors influencing Career Choices among University Students

Table 4.10 Regression Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.517*</td>
<td>.267</td>
<td>.254</td>
<td>.5045</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Age, Peer influence, Parental guidance, Gender.
From the regression table 4.10 above, it can be seen that the correlation coefficient (r) equals 0.517, indicating a moderate relationship between age, peer influence, parental guidance, gender and career choice. Also, there was a significant relationship whereby(r=0.517, P<0.05). From the model above, it can be noted that adjusted $R^2$ is 0.254 explaining a 25.4% of the variations between age, peer influence, parental influence, gender and career choice.
### Table 4.11 Anova Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>20.975</td>
<td>4</td>
<td>5.244</td>
<td>20.602</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>57.522</td>
<td>226</td>
<td>.255</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>78.497</td>
<td>230</td>
<td>.255</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Career choice  
b. Predictors: (Constant), Age, Peer influence, Parental guidance, Gender

From the ANOVA table 4.11 above, an f value of 20.602 with (0.000\(^b\)) significance was realized. This means that age, peer influence, parental guidance and gender affected career choices in different ways. The computed values were as shown in the above table 4.11. Table 4.12 Summary of coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>95.0% Confidence Interval for B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
</tr>
<tr>
<td>(Constant)</td>
<td>.813</td>
<td>.311</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>.503</td>
<td>.092</td>
<td>.365</td>
</tr>
<tr>
<td>Peer influence</td>
<td>-.014</td>
<td>.068</td>
<td>-.012</td>
</tr>
<tr>
<td>Parental guidance</td>
<td>.037</td>
<td>.077</td>
<td>.032</td>
</tr>
<tr>
<td>Age</td>
<td>.265</td>
<td>.093</td>
<td>.207</td>
</tr>
</tbody>
</table>

**Dependent Variable: Career choice**
A multiple regression analysis was conducted to determine how student’s career choice was affected by the four factors. The regression equation \((Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon)\) was:

\[Y = 0.813 + 0.503X_1 - 0.014X_2 + 0.037X_3 + 0.265X_4\]

Where \(Y\) = Students career choice, \(X_1\) = Gender; \(X_2\) = Peer Influence; \(X_3\) = Parental guidance and \(X_4\) = Age.

From the study findings, it was revealed that gender and age were the most influencing factors that determined career choice. Peer influence and parental guidance were not significant as was \((0.834, 0.627)\) respectively.

**Table 4.13 Regression coefficient of determination of the effect of independent variables on Dependent variable**

<table>
<thead>
<tr>
<th>Unstandardized coefficients</th>
<th>Standardized coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Std Error</td>
</tr>
<tr>
<td>Constant</td>
<td>1.458</td>
</tr>
<tr>
<td>Age</td>
<td>0.181</td>
</tr>
<tr>
<td>Gender</td>
<td>.476</td>
</tr>
<tr>
<td>Parents</td>
<td>.273</td>
</tr>
<tr>
<td>Peer influence</td>
<td>.143</td>
</tr>
</tbody>
</table>

According to the regression equation established, taking the four factors (Age, Gender, Parental guidance, Peer Group Influence) constant at zero, the student’s career choices as a result of these independent factors could be 1.458. Results also showed that considering all other independent
variables at zero, a unit increase in Age will lead to a 0.181 increase influence on Students career choice. A unit increase in gender will also lead to a 0.476 increase influence on student career choice; a unit increase in parental influence will also lead to a 0.273 increase influence on student career choice, and lastly a unit increase in peer group influence will lead to a 0.143 increase in student career choice. Further, the regression analysis results showed that the most significant factor was gender with p value of 0.00. This implied that gender influenced student career choice while peer group was the least.

(Kerka, 2000) researched on career choices and factors influencing career change among Oklahoma State university Agricultural Communications graduates. The study identified factors that influenced graduates to change careers or occupations. The study found out that most Agricultural Communications graduates were successful in finding full-time employment and that graduates of Agricultural Communication programs fond employment opportunities in different areas. It was also evident from the study that graduates changed positions for a variety of reasons including: salary was inadequate, locations were wrong, no room for advancement. The study recommended that the faculties were competent in doing their jobs of teaching and advising and continually enhances their abilities through professional development activities.
CHAPTER FIVE

SUMMARY OF FINDINGS CONCLUSION AND RECOMMENDATIONS

5.1 Summary of findings

5.1.1 To determine whether gender influenced students’ choice of careers.

Objective one was to determine whether gender influenced the career choice of students with the Null hypothesis being that gender does not have influence on the career choice of the students, expressed as: $H_0: \beta_1 = 0$. From the t tests obtained from the regression coefficient table, the predictor, Gender, had a beta coefficient of 0.365, with the t value of 5.459; P value of 0.000. At a confidence level of 0.05, gender had a statistically significant influence on the career choice of students.

The findings revealed that gender was the most influencing factor to career choice. In the school of SOBE, the researcher found out that there were no specific courses that were meant for a group of students. That is to say that for all courses in SOBE there were both male and female students doing similar courses that lead to the same career. This was in agreement with a study by Greenberger,(2002) which realized that young men were still being directed toward the old ‘male ‘duties which were better rewarding, while ladies were still expected to crowd together into the old jobs of cosmetology, baby care, and other similar jobs.

To justify this claim, the study cited Florida State in the US where 99% of the students in cosmetology were ladies, while 100% of the students taking plumbing were gents. This claim gained the support of (Igbinedion ,2011) who revealed that gender was a pertinent factor that influenced students’ choice of secretarial studies programs in middle level colleges, and (Burgh,
2005) whose findings indicated that biasness in some specializations also bared students from selecting certain careers. However, these findings contradicted (Kochung and Migunde, 2001) study which realized that majority of students who participated in this research were not prejudices by gender. In support of this claim, Gender was certainly not a powerful stimulus on career choice. These contradictions meant that there could be other factors, besides gender, which could also be influencing career choice. From the hypothesis findings on this objective it was summarized as below. Gender did not have influence on the career choice of the students on the hypothesis findings.

5.1.2 To determine whether Age influenced students’ choice of careers.

Objective two of the study was to determine whether age had influence on the students` career choice with the null hypothesis being that, age does not have influence on the career choice of students, stated as: $H_0: \beta_2 = 0$. However, from the hypothesis testing, the null hypothesis of objective one was rejected since the t test conducted reveals that with the beta coefficient of 0.207 and t value of 2.862; P Value= 0.005 against a significance level of 0.05, age had a statistically significant influence on the students` career choice. Age therefore has a significant contribution to the students` career choice.

The findings revealed that age influenced career choice of students of SOBE. Expected financial reward, direct career exposure and personal aptitude contributed highly in influencing careers they chose with career experience being the leading factor in influencing the choice of career in relation to age. The findings were supported by Akerman (2012) who did a research on the factors affecting the choice of business studies in three co-educational independent schools in kwaZulu-Natal in South Africa.
The study found out that Educators’ age, passion, expertise and knowledge were frequently the influencing factors when learners were making their in SOBE and the hypothesis summary is as indicated. Findings on hypothesis showed that age of students did not have influence on their career choice.

5.1.3 To establish whether peer group influenced students choice of careers.

Objective three of the study was to establish whether peer group had influence on the students` career choice. The null hypothesis was stated as; peer group does not have influence on the students` career choice, expressed as; \( H_0: \beta_3 = 0 \). From the t test conducted against a confidence level of 0.05, the t value was found with the P value of 0.834. With the beta coefficient of -012, the implication is that peer group does not have influence on the students` career choice. The null hypothesis was then rejected and alternative hypothesis adopted. Predictor peer group therefore has no influence on the students’ career choice.

According to the findings, the study found out that Peer group influences was not a major influencing factor in the choice of careers. It was evidenced that students relate to their fellow students pursuing different courses that lead to different careers. This was in support with the assertions made by (Igbinedion, 2011) which noted that peer group positioned least as a factor that influenced male student’s choice of secretarial studies programs in middle level colleges in Nigeria. A study by (Davies et al, 2008) on peer group with a mean per cent of 30 ranked last as a factor that influenced male student’s choice of secretarial studies programs in tertiary institutions in Edo State.
In solidarity with this argument, (Kochung and Migunde, 2011) opined that these may be a consequence of congested curriculum, teachers who overwork themselves did not have time to guide students and also parents spending very little time with their children, students who were together with their fellow peers suggested the need for career guidance, as also showed in the hypothesis summary.

5.1.4 To find out whether parents influenced the students in choosing a career.

Objective four of the study was to find out whether parents had influence on the students` career choice, while the null hypothesis was stated as; Parents have no influence on the career choice of students expressed as; \( H_0: \beta_4 = 0 \). The t test conducted revealed that the t value is 0.486; P Value = 0.627 against a significance level of 0.05. This implied that parents had no statistically significant influence on the students` career choice.

The findings revealed that parents influenced the choice of careers. Most of the respondents stated that parents influenced career choices. Entrepreneurial parents encouraged their children to have the necessary skills that were business oriented that would help them to be self-reliance and management family businesses. Also the level of educated parents had an impact to their children in making relevant career choices. Sometimes some jobs were deeply rooted in the family and expectations that youth wanted, did not match to the job they actually got.

Greenberger, (2002). A study by Akerman, (2012) realized that Independent Schools had an increase in the number of entrepreneurial parents who valued business as a future prospect for their children and advised them to undertake Business studies as a subject. Similar findings were observed by (Juma, 2007) who realized that students whose parents were self-employed were encouraged to become entrepreneurs themselves.
A study by Greenberger, (2002) added to this finding that parents had a tendency of influencing their children to get a well-paying job and had a good life than them. However, a study by (Braines,2009) found out that a small number of trainees were influenced by family in making career choice. A study by (Igbininedion,2011) revealed that trainees in colleges saw parental aspect as a factor dependable to their choice of secretarial studies. The study goes on to reiterate that students of high schools and middle level colleges were not conscious of influence and may go for the choices made by their parents. The state of affairs owed its roots to early days when the teenagers accepted his parent’s feelings towards other professions.

According to the study, disagreements therefore happened when children gave into parent’s option while at the same time intensely accepted their proposals as he became conscious of their failure of self-determination and gets an interested area of study.

5.2 Conclusions

The study examined relations between the study variables and all the relationships were considerably clear. It also examined the results of the study variables on the dependent variable and all study variables were found to be important indicators of career choice. Having carefully analyzed the research findings it emerged that all the study factors influenced career choices at different levels. Gender being the most influential followed by age, parental influence and finally peer group influence respectively. There were also some general factors which had influence on career in the School of Business and these included career counseling, prestige, teachers, inexperience and lack of career knowledge.
The results revealed that they influenced student’s choice of career and this was contradicted by literature by (Owie, 2003) who argued that the most important ground why a student in the school of business and economics chooses a particular career was that the student had got built in interest in the field. Where built in interest was missing, no quantity of guidance inspiration or satisfaction would considerably add to the students professional effectiveness. A study by Mc Gregory, (2007) on career choice for nursing based on social cognitive career theory, found out that, individual achievement, ability and love of the medical field were some of the key reasons for choosing nursing as a career. In solidarity to this claim, a study by Kochung and Migunde, (2011) 70% of the students who took part in the study were influenced by individual interest when making career choices. (Munyingi, 2012) also indicated that educational interests in specific subject matters influenced their career choices to a very large extent among final year students in USIU. Besides, students’ performance and availability of varied courses were also found to influence career choices. In fact, a study by Falaye and Adams, (2008) supported this claim by stating that teachers persuaded students to take specified subjects that were matching with aptitudes and abilities they recognized in the student.

5.3 Recommendations

5.3.1 Recommendations for Policy Implication

Gender being the most influential objective on the influence of career choices in the school of SOBE, there are no specific courses meant for a particular gender. The researcher recommended that students be encouraged to pursue courses offered in the school and students be encouraged not to flood other courses by University Management carrying out career awareness to students on the first week on reporting.
Age had an impact on the choice of courses being offered in the School of SOBE. Most of the students admitted were still young and needed guidance on some decisions made. The researcher recommended that the management of SOBE should put a lot of emphasis on development of a well-natured career guidance department with qualified staff to help this carder of student.

Peer group did not have so much influence on career choices in the school of SOBE. Students related so well with other students in other faculties within the University. The researcher recommended that students should not be restricted on peers they relate with as it did not have challenges on choice of courses that lead to careers in the School.

Parental influence was the second least factor in the influence on SOBE students on career choice. Parents played a very important role in paying college fees and upkeep of students which students should appreciate. The researcher recommended that students appreciate their parents and pursued courses that lead to choices of careers that led to their preferred professions.

**5.3.2 Suggestions for further research**

The researcher suggested further research on other Faculties in Kisii University because the study concentrated on the School of Business and Economics. Another research needs to be carried out in a private university because this study was conducted in a public university. Finally another research can be done in the School of Business after the above recommendations had been implemented by the School of Business so that the findings are compared with these findings.
REFERENCES


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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

HellenOoro,
Kisii University,
P.O. Box 408,
Kisii.

Dear Sir/Madam,

REF: PERMISSION TO CARRY OUT RESEARCH IN KISII UNIVERSITY.

I am an MBA (Human Resource Management Option) student at Kisii University and conducting a research on AN ASSESSMENT OF FACTORS INFLUENCING CAREER CHOICES MONG UNIVERSITY STUDENTS: A SURVEY OF STUDENTS IN THE SCHOOL OF BUSINESS AND ECONOMICS, KISII UNIVERSITY. As part of the requirements of the degree, I am required to undertake the research and you have been selected as one of the respondents. I therefore humbly request you to answer the questions in the attached questionnaire which was used for analysis in the research.

The information obtained was treated with a lot of confidentiality and will not be used for any other purpose other than the research.

Thanks in advance.

HellenOoro

Researcher
THIS IS TO CERTIFY THAT:

MS. HELLEN OORO
of KISII UNIVERSITY, 0-40200 KISII, has
been permitted to conduct research in
Kisii County

on the topic: AN ASSESSMENT OF
FACTORS INFLUENCING CAREER
CHOICES AMONG UNIVERSITY
STUDENTS: A CASE STUDY OF
STUDENTS IN THE SCHOOL OF BUSINESS
AND ECONOMICS - KISII UNIVERSITY

for the period ending:
17th November, 2016

Applicant's
Signature

Permit No: NACOSTI/P/15/16569/8796
Date Of Issue: 18th November, 2015
Fee Received: Ksh 1000

Director General
National Commission for Science,
Technology & Innovation
APPENDIX III: QUESTIONNAIRE

Thank you for agreeing to participate in this research. You are kindly requested to give your response as honestly as possible. The information you give will NOT be used for any other purposes other than the research for which it is meant. Kindly place a tick where possible.

1. Please indicate your gender
   - Male [ ]
   - Female [ ]

2. Please indicate your age
   - Below 18 years [ ]
   - Between 18 and 20 years [ ]
   - Between 21 and 22 years [ ]
   - Between 23 and 26 years [ ]
   - Over 26 years [ ]

3. Marital status
   - Single [ ]
   - Married [ ]
   - Others [ ]

4. Please indicate your year of study
   - First year [ ]
   - Second year [ ]
   - Third year [ ]
   - Fourth year [ ]
5. To what extent does the following factor influence your career choice? Use the following scale where 1 = least influential, 2 = less influential, 3 = Moderate influential, 4 = influential, 5 = most influential. Please rate

<table>
<thead>
<tr>
<th>Factor</th>
<th>Most influential</th>
<th>Influential</th>
<th>Moderately influential</th>
<th>Less influential</th>
<th>Least influential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of career knowledge</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Inexperience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advice from parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prestige of the career</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational guidance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. To what extent does the following statement of gender influence career choice? Use the following scale where 1 = least influential, 2 = less influential, 3 = Moderate influential, 4 = influential, 5 = most influential. Please rate

<table>
<thead>
<tr>
<th>Statement</th>
<th>Most influential</th>
<th>Influential</th>
<th>Moderately influential</th>
<th>Less influential</th>
<th>Least influential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender stereotype</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Gender self-concept</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conservative gender occupation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. To what extent does the following statement on parents influence career choice? Use the following scale where 1 = least influential, 2 = less influential, 3 = Moderate influential, 4 = influential, 5 = most influential. Please rate

<table>
<thead>
<tr>
<th>Most influential</th>
<th>Influential</th>
<th>Moderately influential</th>
<th>Less influential</th>
<th>Least influential</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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entrepreneurial parents
Parental advice
Parental profession
Parents level of education
Parental involvement
Parents Age

8. To what extent does the following statement on peer group influence career choice? Use the following scale where 1 = least influential, 2 = less influential, 3 = Moderate influential, 4 = influential, 5 = most influential. Please rate

<table>
<thead>
<tr>
<th>Most influential</th>
<th>Influential</th>
<th>Moderately influential</th>
<th>Less influential</th>
<th>Least influential</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</table>

peers’ attitude towards a career
Peer confidence
Peer group age
Peer group gender
Peer group level of awareness
9. To what extent does the following statement on Age influence career choice? Use the following scale where 1 = least influential, 2 = less influential, 3 = Moderate influential, 4 = influential, 5 = most influential. Please rate

<table>
<thead>
<tr>
<th></th>
<th>Most influential</th>
<th>Influential</th>
<th>Moderately influential</th>
<th>Less influential</th>
<th>Least influential</th>
</tr>
</thead>
<tbody>
<tr>
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<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Personal aptitude</td>
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<tr>
<td>Educational attainment</td>
<td></td>
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<tr>
<td>Career experience</td>
<td></td>
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<tr>
<td>Personal interest</td>
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<tr>
<td>Direct career exposure</td>
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<tr>
<td>Expected financial reward</td>
<td></td>
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10. To what extent have the parents, peer group, age and gender affected career choice of SOBE STUDENTS in relation to the dependent variables below? Use the following scale where 1 = least influential, 2 = less influential, 3 = Moderate influential, 4 = influential, 5 = most influential. Please rate

<table>
<thead>
<tr>
<th></th>
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<th>Moderately influential</th>
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<td>5</td>
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<tr>
<td>Student performance</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Student course completion</td>
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<td>Student pursue professional courses</td>
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APPENDIX V: PLAGIARISM CERTIFICATE

AN ASSESSMENT OF FACTORS INFLUENCING CAREER CHOICES AMONG UNIVERSITY STUDENTS: A SURVEY OF STUDENTS IN THE SCHOOL OF BUSINESS AND ECONOMICS, KISII UNIVERSITY

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</thead>
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</tr>
<tr>
<td>10% Internet Sources</td>
</tr>
<tr>
<td>2% Publications</td>
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<tr>
<td>6% Student Papers</td>
</tr>
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</table>

Match All Sources (Only Selected Source Printed)

2%

Submitted to Kenyatta University
Student Paper

Exclude quotes
Off
Exclude bibliography
On
Exclude matches
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APPENDIX VI: NUMBER OF WORDS CERTIFICATE

AN ASSESSMENT OF FACTORS INFLUENCING CAREER CHOICES AMONG UNIVERSITY STUDENTS: A SURVEY OF STUDENTS IN THE SCHOOL OF BUSINESS AND ECONOMICS, KISII UNIVERSITY

by Helen Ooro

Submission date: 14-Nov-2017 04:40PM (UTC +3)
Submission ID: 879655532
File name: final2.docx (188.74K)
Word count: 20073
Character count: 111793
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</tbody>
</table>

Note: “N” is population size

“S” is sample size.
An Assessment of Factors Influencing Career Choices Among University Students: A Survey of Students in The School of Business And Economics, Kisii University

Ooro hellen ooro hellen1, Dr. Stella omari2, Dr. omare mong”are3 1,2,3Kisii University, School of Business and Economics

Corresponding Author: Ooro hellen ooro hellen1

Abstract: Career choice is defined as choosing one profession over another. Choosing the correct career course is becoming more and more significant for the youth in the 21st century as they have to take into consideration many things when choosing a career like peer pressure, parental advice, age and gender. The main objective of the study was to determine the factors influencing choice of careers among university students in the school of Business and Economics in Kisii University. The specific objectives of the study were to; determine whether gender, Age, peer group and parents do influence the students in career choice. The target population for this research was 1998 students in the School of Business and Economics. A sample size of 231 was used. The study adopted stratified random sampling technique to obtain data from all school of Business and Economics students in Main Campus. The study adopted a descriptive survey design. Data was collected through self–administered questionnaire. The validity of the questionnaire was determined by the use of the university supervisors and research assistants while testing for reliability, Cranach’s Alpha Co-efficient was calculated on the piloted questionnaires. Data was tabulated and the measures of central tendency, weighted mean and simple regression used for analysis after which results were summarized in tables, charts and graphs. Results revealed that gender strongly influenced the student’s career choice. The findings also showed that age is the second strongest factor influencing the choice of career. The study also found out that Peer group and parental guidance had a moderate influence on the student’s choice of career. The study made the following recommendation; a lot of emphasis on development of well nurtured career guidance department should be established in Kisii University main campus to help our students with career guidance, this is due to the findings that students need information on career prospects that they take. Future research should also be done
to collect data from the private universities because this study was conducted in the public university to assess the factors affecting student’s career choice in the universities, the study also concentrated on the students in the school of Business and Economics, a similar research can be carried out in other schools in Kisii University and also in its satellite campuses.

**Key Terms:** Peer Group, Pedagogy, Vocation