

**CAREER CHOICE IN INFORMATION TECHNOLOGY BY STUDENTS IN
TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET)
INSTITUTIONS IN WESTERN KENYA**

BY

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A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS
DEGREE OF EDUCATION IN TECHNOLOGY EDUCATION (MECHANICAL
ENGINEERING OPTION) IN THE DEPARTMENT OF TECHNOLOGY
EDUCATION. UNIVERSITY OF EDORET, KENYA.

2017

DECLARATION

DECLARATION BY THE CANDIDATE

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

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DEDICATION

This work is dedicated to my family, wife Rebby and daughters Shantelle and Shanelle for their support.

ABSTRACT

Career selection is one of many important decisions students make in determining their future professional plans. However, experts say that in many cases students fail to respond to labour market needs due to mismatch in career selection. Scholars have given less attention to factors that influence career selections in information technology by students in Technical Vocational Education and Training (TVET) Institutions in Kenya. The general objective of this study was to assess career selection in information technology by students in technical vocational education and training (TVET) institutions in western Kenya. The study was guided by the following objectives; to determine the influence that personality has in selecting career by students in information technology in TVET in Western Kenya, establish influence of opportunity factors on selecting career by students in information technology in TVET in Western Kenya and find out the influence environment has in selecting career by students in information technology in TVET in Western Kenya. The study was informed by the Holland theory. The study used a descriptive survey design. The study targeted 5 principals 5 deputy principals in charge of academics and 1220 students drawn from five registered TVET institutions in the selected institutions in Western Kenya. Simple random sampling procedure using the lottery technique was used to pick the sample size of 291 students in every stratum. The study then used purposive sampling to select 5 principals and 5 deputy principals in charge of academics. To achieve the objectives of the study, structured questionnaires and interviews were used to collect information from the respondents. Descriptive and inferential statistics were used in the analysis of the collected data. The study established the respondents' gender and that most were male, (206) 77.8% and of aged between 21 – 24 years. In terms of higher academic level of respondents, (185) 68.1% of the respondents had KCSE level of education. The study revealed that personality factors has a beta value of $\beta_1 = -0.337$, p-value = 0.004 indicating that it has a negative and significant effect on the career choice. Furthermore, opportunities factors had a beta value of $\beta_2 = -0.969$, p-value = 0. Since the p value is less than < 0.05), opportunities factors has a significant effect on career choice. This means that students are limited to a certain career choice by the grades they scored or by what they are schooling. To sum up, environmental factors had a beta value of $\beta_1 = -0.925$, p-value = 0.000. Therefore, students' support system made up of parents, teachers, counselors and friends have a great influence in career choice. Based on the study findings, personality plays a crucial role in choosing of the right career. As such, students are more likely to choose a career that is in line with their career type. However, for student to choose a specific career, there are a number of factors that come into play that includes personality, opportunity and environmental.

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LIST OF ABBREVIATIONS AND ACRONYMS

ADB	African Development Bank
AU	African Union
BOTA	Botswana Training Authority
EFA	Education for all
GACVET	Ghana National Council for Vocational Education and Training
GOK	Government of Kenya
ICT	Information Communication Technology
IHL	Institutions of higher learning
ILO	International Labour Organization
IT	Information Technology
KESSP	Kenya Education Sector support programmes
KIPPRA	Kenya Institute for Public Policy Research and Analysis
KNBS	Kenya National Bureau of Statistics
KTTC	Kenya Technical Teachers College
MDG	Millennium Development Goal
MIVTB	Mauritius Industrial Vocational Training Board
MOHEST	Ministry of Higher Education, Science & Technology
NGO	Non-Governmental Organization
SAGAS	Semi-Autonomous Governmental Agencies
TEP	Technical Education Programme
TTI	Technical Training institute

TVET	Technical and Vocational Education and Training
TVETA	Technical and Vocational Training Authority
VTI	Vocational Training Institution
RIASEC	"The Holland Codes," a letter or code stands for a particular "type": Realistic (Doers), Investigative (Thinkers), Artistic (Creators), Social (Helpers), Enterprising (Persuaders), and Conventional (Organizers)

ACKNOWLEDGEMENTS

This research thesis would not have been possible without the support of many people. I humbly acknowledge the invisible hand of God Almighty which reflected itself during the entire period of my study. I would like to thank my supervisors Prof. Okemwa and Dr. Kitainge. I gratefully acknowledge their valuable time commitment and thank them for providing me with the guidance, feedback, and encouragement to keep moving forward and to have confidence in my abilities to come up with this thesis. In addition, I would like to acknowledge the support given by classmates, friends and colleagues who in various ways facilitated successful completion of this study.

I owe special gratitude to my family members who showed a lot of support. Thank you so much, I really appreciate that you generously gave me your time and support and enabled me to undertake this research.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents background information of the study and the statement of the problem. It outlines the objectives of the study, hypothesis and significance of the study, limitation and delimitation, operational definition of terms and scope of the study.

1.2 Background information

Career choice is very important in human development (Campbell & Ungar, 2004). Career selection is one of many important choices students make in determining future plans. This decision imparts them throughout their lives (Basavage, 2007). The essence of who the student is revolves around what the student want to do with their life- long work. A career is an extremely important part of an individual's life. Education is universally recognized as the answer to socio-economic problems of the world (Kerka, 2010). According to Newton et al (1998) education plays a key part in how people make a career choice. Nations and individuals look up to education to provide a cure for poverty, ignorance, drought, excessive rainfall, mental deficiency, joblessness, bad government, poor communication system, hunger and inadequate shelter among other things. Every nation of the world aspires toward quality of life and social status of its citizens. No matter what one's age is, the choice of career or desire is an important question for everybody.

Many student in secondary schools believe that their future is a glorious adventures in which they are bound to succeed. Many of them have the idea that they would be able to work in the public or private establishments as soon as they complete their post-secondary school education. Some have planned to become lawyers, engineers, medical doctors, accountants and so on (Hewitt, 2010). Students in TVET like many other young adults are always concerned about early entry into the occupational world and finding productive and rewarding places in and out rapidly, fast changing societies where wages employment is unlikely. How the young people of today meet the problems of tomorrow depends upon the amount of success they make in planning for that tomorrow. Planning for tomorrow itself is primarily the responsibilities of the parents, teachers and school counselor (Matalie, 2009).

Students need general orientation into the world of work through the curriculum. The choice of career is a delicate issue that requires caution and serious considerations. The kind of career the youths pursue can affect their lives in many ways. For example, it can determine where the individual lives and the type of friends kept. It can reflect how much education one has and determine the amount of money one earns. Desires from a career are different, many people desire high income; others want adventures while some others want to serve people to make the world a better place. Every student carries the unique history of their past and this determines how they view the world (Hewitt, 2010).

Splaver (2011) is of the belief that, that history created, in part by the student's environment, personality and opportunity determines how students make career choices. It then follows that how the student perceives their environment, personality and

opportunity also determines the career choices students make. The first factor in career choice, the environment, may influence the career students choose. For example, students who lived on an island may choose a career dealing with the water, or they may choose to leave the island behind, never to have anything to do with water again (Perrone, 2011). Maybe someone in the student's life has made a significant impact or impression, leading to a definite career choice (Hewitt, 2010). Parent's educational background may influence student views on whether or not to continue their education. Someone they saw on television who may have influenced the student, or parents may have demanded that they assume a family business (Splaver, 2011). These are various environmental factors that would lead a student to a chosen career.

How students have seen themselves in a role in which personality is a determining factor may influence a chosen career (Hewitt, 2010). Some careers demand that one have the personality to match the qualities of the occupation. For example, sales people have to be out- going. Splaver (2000) said "personality" plays an important role in the choosing of the right career. A student's personality must be self-motivated type, as to investigate career possibilities from early on in their lives, and not the procrastinating type that waits till they are compelled to decide. Students must take seriously the role grades play in limiting opportunities in the future. Splaver went on to say "It is important for one to have a good understanding of self and personality, if they are to make intelligent career plans" (Splaver 2000). Opportunity is the third factor that has shaped career choices for students. Opportunity may influence how students have perceived their future in terms of the reasonable probability of a future in particular career fields. The issue of poverty has played an important determining role in the opportunities available to all.

The income level of student's families may determine what career a student chooses during a specific time in the student's life; choices that determines a large part of that student's future. Some students have to budget education according to their personal income (Mihyeon, 2009).

Thout (1969) addressed those in desperate needs, "Where necessary, these persons, individuals described as living under poverty level, must be assisted through special training programs to overcome educational and social handicaps so that minimum job standards can be met". Students in many cases need the proper mentoring opportunities to succeed. These support groups is another opportunity that if properly implemented, can help a student in the career choice process. The creation of support groups has to be in place to sustain the student through times of financial, emotional and educational need. There are indications that students take the path of least resistance to enter the tertiary institutions.

If a parent exerted pressure on the student to enter a particular career field and the student had no current plans, then students followed them. (Sear and Gordon's, 2002). Students should be thinking about career decisions in their senior year of secondary school. It should become apparent at that time that the student has to do something. According to Herbart (2006) the environment plays a large part in a student's career choice. Students traditionally stay at home to either obtain education or start employment. Marriage also played a large part in career decisions. The economics of marriage either solidified the commitment to go on to higher education or stopped career plan short, depending on the stability of the marriage. Examples such as these, are opportunities that can play a large

determining factor in student's career choice. Other environmental determinants would include recreational facilities and articles the student has seen in local papers or on the television. The student's support system made up of parents, relatives, siblings, peers, teachers and counselors may be the most influential environmental factor.

It is through employment that an individual earns a living to support oneself and others; as well as reach out to community. Hence, the importance of hard work cannot be denied. According to Moreland (2006) career development of an individual is related to having a profession that brings profit. If an individual is not guided and assisted, he might not be able to make a career choice in congruent with his own personal requirements. If the selection made is inappropriate, the person would have wasted his time and energy until a more fulfilling career is found. Therefore, proper career choice is crucial in helping individuals become more aware and make informed decisions about the different fields and the available career opportunities that best suit their personalities.

According to Hooley (2012) technical and vocational education trains an individual for self-reliance. This type of education is among the key essential tools an individual can use to develop him or herself as well as the community. It therefore provides educational training for useful employment in trade, agriculture, industries, homemaking and business. Basically, technical and vocational training are courses aimed at strengthening the skills base of an individual. Also, technical and vocational choices are a developmental process and length of time almost through an individual's lifetime. The choices focus specifically on related issues to the work. Experiences got in variety of

work situation enhances one to prepare for transition to a work environment or training (Hooley, 2012).

Afeti (2006) argues that career choice among TVET students is important for their orientation towards the world of work and the emphasis of the curriculum on the acquisition of employable skills. Nevertheless, most careers for many graduates in the labour market is not always matched with acquired skills. In countries with either a general lack of jobs for TVET graduates, TVET is likely to remain less popular than general schooling. In countries like South Korea, China and Mozambique, where formal job growth has been sustained in recent years through both national and foreign direct investment, and where there has been policy commitment to quality work skills, demand for TVET has been strong (Adams, 2006).

According to Wheelahan and Curtin (2010) career choice for TVET students should not only equip students with the knowledge and skills they need for work, but also ensure that they have adequate language, literacy and numeracy skills and foundation skills, green skills needed for a sustainable economy and society, technological skills, and the knowledge and skills they need for further learning as the basis for changes to their existing work and for occupational progression. TVET students choose their job fields for many reasons. The factors that affect this decision include family, passion, salary, and past experiences (Fizer, 2013). In addition to these factors, race and gender can also affect what field a student may choose. Some professions have greater percentages of a certain gender or race. Another thing that plays a big role in a student's decision of what

field to study is the people or role models in his or her life. These role models can include a parent, teacher, or a recent employer.

Personality is another important factor in career choice. Studies have shown that students choose a major that they think fits their personality type (Mihyeon, 2009). The confidence that a student has can determine how far a student goes with their education. Students who believe in themselves have more confidence and are more likely to go for what they want instead of settling for something that is comfortable. The environment in which a student grows up plays a vital role in their choice of career path. If a student grows up in an environment where all young men and women go straight to work after a high school, that student was more likely to go straight into the workforce as well (Herren et al., 2011). Some students have more opportunities than others; some have scholarships to go to college, some have the connections to help them go further, and some come from wealthier families. These things make it easier for a student to choose any career path they might like, compared to a student who does not have these opportunities (McGraw et al., 2012).

TVET students has accomplished choosing a career if a complete, thoughtful, education decision was made, evaluating all of the factors possible in career choice process. According to Alutu (2004) career choice should be initiated as early as the nursery school years through the primary, secondary and to the tertiary school levels. Individual social status, income, lifestyle, choice of friends, mental and physical health is influenced by the type of work he or she does. In other words, a person's career choice plays an important role in his or her entire life. Career choice decision making is not an easy task, yet at one

time or the other, individuals are faced with the task of making choice in career, preparing for it, starting it and making progress in it. This choice point is undoubtedly the most critical stage. This is because making a wrong career decision could result to career maladjustment. Inappropriate career decision made may spell doom not only for the individual but also the entire society (Hewitt, 2010). In view of the foregoing, the need to equip our students with appropriate Career decision skills becomes highly imperative.

1.3 Statement of the Problem

According to Kerre (2010) TVET curriculum was reviewed to meet the emerging needs of our society in order to enable the learners to acquire and develop the desired knowledge, skills, values and attitudes for life. In addition TVET institutions are meant to enable the government to attain the sustainable development goals (SDG), the industrialization target by the year 2020 and the vision 2030, both of which have been identified as critical in realizing the three pillars: economic, social and political. Kenya is expected to have laid the foundation towards becoming a nation that harnesses science, technology and innovation in order to foster National prosperity and global competitiveness so as to provide high quality life to its people by now (Kenya vision 2030, 2007). In Kenya, there are high number of students joining TVET institutions for example, out of the 449,246 candidates who sat for KCSE in 2015, only 5% qualify to join universities Via JAB (GoK, 2015) the rest are expected to be catered for by the middle level colleges and TVET institutions whose existing capacity is inadequate (GoK, 2015). IT students in TVET are more comprised of male than female, in addition very few students graduate during their final year compared to number of students who

enrolled. Experts say that in many cases IT students fail to respond to labour market needs due to mismatch in career choice (Murgor, 2013). This is quite alarming since these are the courses which form the backbone to the realization of Kenya's vision 2030. Courses geared towards formal employment like Business, however continue to be popular with TVET graduates. However, scholars have given less attention on career selection in students in technical vocational education and training (TVET) institutions in Kenya particularly in western Kenya.

1.4 Purpose of the Study

The principle purpose of this study was to assess career selection in information technology by students in technical vocational education and training (TVET) institutions in western Kenya and to understand and appreciate the reasons why trainees may prefer to undertake their training in one particular course and not the other. A survey in TVET institutions will show that some specific courses have inadequate number of students despite the heavy investment in the relevant educational facilities and the enormous capacity to accommodate even more students, while similar courses offered by Universities are over-enrolled. Certain courses in these TVET institutions are also over-enrolled.

1.4.1 Main Objectives of the Study

The main objective of this study is to assess influencing factors in career choices of information technology by students in technical vocational education and training (TVET) institutions in Western Kenya.

1.4.2 Specific objectives

- i. To determine the influence that personality has in selecting career by students of information technology in TVET in Western Kenya
- ii. To evaluate the influence of opportunity factors on selecting career by students of information technology in TVET in Western Kenya
- iii. To determine the influence environment has in selecting career by students of information technology in TVET in Western Kenya

1.5 Research Questions

- i. How influential are factors of personality in selecting career by students in information technology in TVET in Western Kenya?
- ii. How significant are factors of opportunity in selecting career by students in information technology in TVET in Western Kenya?
- iii. How significant are factors of environment in selecting career by students in information technology in TVET in Western Kenya?

1.6 Research Hypothesis

H₀₁: Personality factors, environments factors, opportunity factors has no significant relationship with career choice

1.7 Significance of the Study

The findings are vital to the academicians/scholars who wish to apply them for reference purposes or even as a basis for conducting further research either on the same topic or in the identified gaps. The government can identify strategies of increasing enrolment into under enrolled-courses with a view to utilizing to the maximum the lots of resources they have pumped into TVET institutions and finally the Parents/Guardians can understand and appreciate the various courses offered at TVET institutions and thereby enlighten them to seek consumer driven courses without having a bias to white collar jobs.

1.8 Limitation and Delimitations of the Study

1.8.1 Limitations

Some of the respondents feared giving information due to victimization from their seniors. The researcher assured the respondents that the study was purely for academic purposes and the information given would be treated with utmost confidentiality.

1.8.2 Delimitations

The study was confined to Western Kenya. The target population were principals and deputy principals in charge of academics, and information technology students in technical training institutes & National polytechnics in Western Kenya. The factors such personality, environment and opportunity were analyzed. The study was limited to 291 students and 10 principals and deputy principals in charge of academics.

1.9 Assumptions of the Study

The study assumed that there was co-operation from the IT students, deputy principals and principals, and that they responded appropriately. This study was based on the assumptions that the respondents provided the information as requested. In addition, it assumed that all the students and teachers in the research school understood what they were asked and that all the information provided was correct and objective.

1.10 Theoretical Framework

The study was guided by The Holland theory (Holland, 1985). John Holland's Theory of Career Choice (RIASEC) maintain that in choosing a career, people prefer jobs where they can be around others who are like them. They search for environments that will let them use their skills and abilities, and express their attitudes and values, while taking on problems and roles. Behavior is determined by an interaction between personality and environment. Holland, states that career choice is greatly influenced by the personality factor. The theory states that the degree of compatibility between personality and working environment will determine the level of satisfaction, achievement and ability of an individual. Theory of career choice helps explain what career choices are likely to lead to success on the job and job satisfaction (Holland, 1997).

Students' personality has significant influence on their career choice. An individual can be attracted to an occupation because of his or her personality and several other factors contained in the job profile. An individual expressed his or her views towards a job based on the nature of work and status of the job. Comparison of oneself with his or her

assumption about a job and the feeling of accepting or rejecting it is the main determinant in career selection (Holland, 1973).

The second theory that guided that study was the Technology Acceptance Model, One of the most well-known models for investigating resistance to new technologies in the workplace was developed by Davis (1989) in the Technology Acceptance Model (TAM). In its simplest 1989 form, Davis devised a scale that produced measures on two factors, ease of use and perceived usefulness. Scores on these two sub-scales have been shown to correlate with the use/acceptance of technology, particularly in information systems (Davis, 1989). The TAM takes forward the idea that an individual's actions can be predicted from a number of known variables, which constitute two factors: perceived ease of use and perceived usefulness. Perceived ease of use is defined by Davis (1989) to be the degree to which an individual believes that a particular system would be free of effort, while perceived usefulness is the degree to which an individual believes that a particular system will enhance job performance in future.

1.11 Conceptual Framework

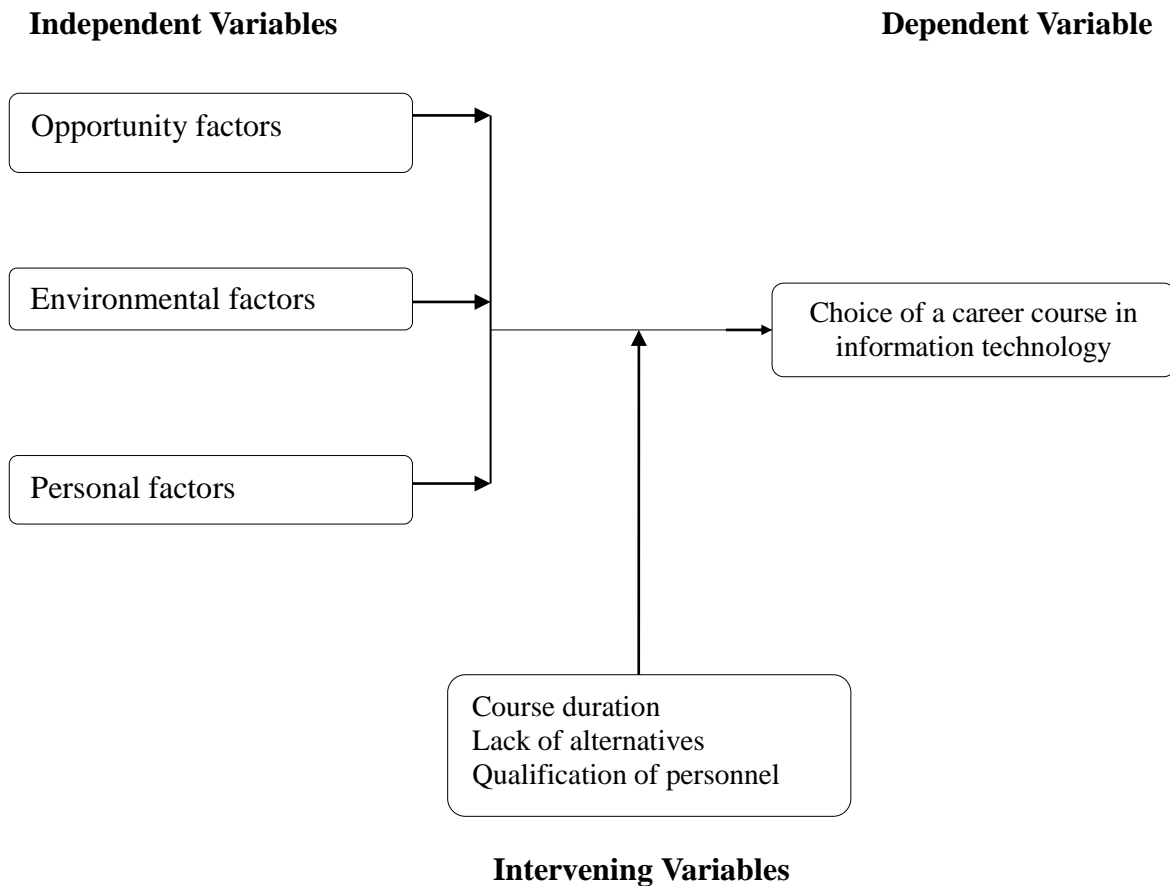


Figure 2.1: Conceptual Framework for career choice factors of students in technical vocational education and training (TVET) institutions in Kenya (Source: Author 2016)

1.12 Operational Definition of Terms

Blue Collar Job: Professions where someone typically works with his/her hands or does manual labor and is paid hourly.

Career Choice: This is the broad opportunities that exist for lifelong vocations. These vocations are set out in a framework of strategies moving toward personal goals. Fields of vocational, academic, and sociological endeavors are explored for the purpose of satisfying personal, economic, and intellectual goals.

Career Self Efficacy: Individual's perception of his competence in career activities

Career: A job or profession especially one with opportunities for progress or promotion.

Curriculum: Course of study given in a learning institution.

Education: Information that you are taught in a learning institution.

Entry Behaviour: The minimum grade or qualifications required for one to register for any course of study in a TVET institution as stipulated in each curriculum.

Environment: This is the complex physical factors that make up our surroundings, and in turn act upon us. For the purposes of this study they included the forces of family, political, social, and economic issues that both typical and non-typical students may deal with on a day-to-day basis.

Factor: This is any circumstance, person, condition or influence that brings about a certain effect.

Motivation: A force acting on or within a person causing an initiation of behaviour or what it is that moves us. In this study these were the issues that help or hinder students in making career choices.

Opportunity: Those choices in one's life which are exposed either in a subtle or obvious manner. These choices or paths give the individual a selection between two or more outcomes. The outcomes of one's choosing may or may not exceed one's present abilities.

Personality: This is characteristic way of thinking, feeling and behaving. The personality is the collection of impressions in the appearance of the Students' body and the impressions believed to have been made on others, good or bad. One's personality may embrace attitudes and opinions that affect the way we deal with interactions of people and, in particular to this study, the situations of choosing a career.

Policy: Guide line on how to do a specific activity.

Technical Education: The academic and vocational preparation of students for jobs involving applied science and modern technology.

TVET: A comprehensive term referring to those aspects of the educational process involving in addition to general education the study of technologies and related sciences and the acquisition of knowledge, practical skills, and attitudes relating to occupations in various sectors of economic and social life.

White collar job: Profession known for earning higher average salaries and not performing manual labour at their job.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature on areas of career choice influence factors; personality factors, environmental factors, and opportunity factors. The chapter also highlights theories and gaps in the study.

2.1 Concept of Career

This concept began to be dealt with in the 1970s and has become frequently heard in recent times (Bayraktaroglu, 2006). The concept of career has been used in different meanings. While the dictionary meaning of the concept is stone quarry, running, place, path, walkway, arena, and figurative meaning is life, profession. Career in daily life refers to the person's experience of job and roles undertaken throughout life, occupation, business and success (Bayraktaroglu, 2006). Career is defined as a developmental process that covers all the roles before, during and after the profession (Yazıcı, 2009) and consists of all the work done during an employee's working life (Ozgen et. al, 2005).

Career is seen as a series of individual perceived attitudes and behaviours and integrated work-related activities during the life experience of a person. Each individual either a babysitter or a physicist or an academician or a manager automatically has a career. However, the individual must interpret his/her career in a meaningful way (Bingol, 2006). Analysis of career-related definitions in common showed that the concept career is based

on the degree of success in one's work, symbol of the advancement of work-related positions and the rise of taking up stages with the organization. The career of a person is composed not only with the duties but also have trainings in order to perform expectations, goals, feeling and desires on the role of business and promote with knowledge, skill, ability and desire to work (Bayraktaroglu, 2006). Employees to achieve their career goals need to be knowledgeable about career choices and opportunities (Ozgen et. al., 2005). Career selection process is the result of the interaction among the elements of attitudes, values and social support that the individuals has. Adoption of such a behaviour pattern like choosing any career by an individual is certainly the product of a holistic assessment towards this behaviour (Genc et. al., 2007).

Career choice of individual depends on many situational and organizational factors (Price, 2009) and important for individuals. Making the choice of career means a lot for the individual in terms of guiding and shaping the life. Because the choice of profession for an individual is the means of income-generating, job satisfaction, providing security, having respect and success. Understand the career choices and the career decisions of the individuals is an important component of recruitment and retention strategies (Price, 2009). The career decision covers the training decisions, as well as the professional decisions (Bright et al., 2005). Career decision-making difficulties arising from relevant emotional, and personality sources are among the most important challenges that college students may face (Saka & Gati, 2007). Final years of school are important in career decisions, because, these years are usually full with planning in attending the school or working, research and decision-making (Rogers et al., 2008).

2.2 Career Choice

Career 'choice' is a subject which has attracted academic, professional as well as public attention, due to its multifaceted nature. Since career is a result of the interplay between individuals within organizational and social structures, it yields well to analysis from diverse perspectives ranging from occupational psychology to organizational sociology (Morrison, 2004). The aim of such research is often to predict career choice behaviors based on personality as well as demographic distributive factors such as age, gender, education among others.

Career development is the balancing of recognizing and meeting needs of the individual while at the same time responding to the outer forces and realities of life. Career decision factors involve two sets of input: the self and the world of work. The individual in a career has constantly balanced one's aspirations and how they have fitted into the reality of the workplace (Hallissey et al., 2000).

By age 13 to 14 years, adolescents have developed two cognitive competencies related to career development self-concept and perceptions about occupations (Gottfredson, 2005). Gottfredson argued that adolescents start to eliminate occupational choices based on gender and prestige levels. For example, female students might avoid choosing occupations that are generally perceived as too masculine. Owie (2003) advanced the position that the most important reason why a person chooses a particular career is that the person has intrinsic interest in the field. While this may be highly influenced by prior academic achievement, it is, however, expected that intrinsic interest remains a primary factor if the individual is going to be effective, satisfied and excel in the career. Where

intrinsic interest is lacking, no amount of training motivation or gratification would significantly increase the person's professional effectiveness.

The level of career aspiration usually affects curriculum choice hence career choice (Herr & Cramer, 1996). Also, career aspirations are influenced by numerous factors including gender, race, parental support, academic achievement, socioeconomic status, and self-esteem. Similarly, several factors which have been found to be theoretically and empirically related to career aspirations also influence the career choice process. Some of these factors include gender (Jones & Larke, 2001) parents' occupation, parents' level of education (Jones & Larke, 2003) and parents' level of influence (Wilson & Fasko, 2002). Exposure to work experiences and learning environments also has been proven to measurably influence an individual's level of educational aspirations (Rottinghaus et.al, 2002).

The career strategist recommends identifying personal characteristics and matching them with compatible occupations (Kerka, 2010). For examples, a person who is excellent at mathematics and enjoys the challenges and tasks associated with the field might explore mathematics related occupations such as engineering or accounting (Sears and Gordon, 2009).

People believe that family and socio economic background really matter when it comes to making a career (Stebbleton, 2007). Still others believe perceptions oneself, or one self-concept, have influences on the career choices made (Kerka, 2010). One widely accepted strategy is that choosing a career is part of our overall development as individuals. The career choice and growth takes into account the different stages passed through from

childhood to mature adulthood. It is also suggested that individual needs to learn how to manage career choices and career changes over a lifetime (Sears and Gordon, 2009)

Career choice takes place in numerous steps or stages, since every person is unique in personality, characteristics, matures at a different pace, and lives in a specific environment, career decision making becomes an individual life journey (Hewitt, 2010). Also the types of work that interest a person at age 18 will be totally different from what interests someone else. Every day, scores of students at university level choose careers. The need to be flexible and open-minded is therefore critical in choosing career (Sears and Gordon, 2008).

According to Hooley (2012) career choice is a complex science with the advent of information technology. Industrialization and post industrialization has made it possible for a common person to be richer as long as she or he has due skills and knowledge (Wattles, 2009). Today, one has not only to make due career planning but also exhaustive career research before making a career choice so as to adjust with the evolving socio-economic conditions (Wattles, 2009). Most of the students who are in secondary schools do not have accurate information about occupational opportunities to help them make appropriate career choice, but university students are considered mature enough to be able to make career choice decisions on their own (Hooley, 2012). According to Kerka (2010) career choice is influenced by multiple factors including; (1) personality, (2) interests, (3) self-concept, (4) cultural identity, (5) globalization, (6) socialization, (7) role model, (8) social support and (9) finances. Bandura et al (2008) each individual undertaking career choice decision, the process is influenced by various factors including;

(1) the context in which they live in, (2) their personal aptitudes, (3) social contacts and (4) educational attainment.

Hewitt (2010) argues that there are several factors that influence career choices and these can either be intrinsic or extrinsic or both. He further argues that most people are influenced by careers favoured by their parents whereas others follow the careers that has been set for them by institutions. Several decide to follow their interests and passion irrespective of how much or little they earn while others decide on the careers that have very promising income. Perception of students of being appropriate for certain jobs also has been found to be influenced by a number of factors including cultural background, period of schooling, accomplishment level, science subjects' choice, attitudes and variances in job features (Stebleton, 2007).

According to Basavage (2007) Career choice is one of many important choices students make in determining future plans and that this decision impacts them throughout their lives. The essence of who the student is or want to become will revolve around what the student wants to do with their life-long work. She went ahead to ask what really influences university students in one way or another. According to Rosenstock and Steinberg (cited in O'Brien, 2009,) "Work is one of our highest consecrations, and that everybody should have a honest occupation". She argues that each student possess the unique background and this determines how they perceive the world and this explains why we perceive similar things in different ways. On the other hand, Splaver (2011) is of the belief that, that history is created, in part by the Students' environment, personality, and opportunity and determines how students make career choices.

2.3 Factors influencing Career Choice

In the choice of a career that is compatible with the values, job satisfaction, motivation, commitment and performance of an individual is high. Individual can have the opportunity to progress in the profession more easily. For doing the job the individual wants, creativity is higher and adaption becomes more easily to innovations. In general, giving a decision especially in adolescence that will affect the whole life can bring about anxiety and error. Work is a meaningful and important aspect of daily life (Tsaousides & Jome, 2008). Of course, people desire to choose a profession that best fit to their own ability, to work in accordance with the profession and to make a career in the profession throughout the working life. Having a career gives the identity and status of the person. Career increases the individual's self-esteem, gives sense of belonging and facilitates to establish a relationship with the other members of the society (Simsek & Oge, 2009). For these reasons, career is important for individuals and this raises the issue of the right choice of a career. Making right choice of a career requires to consider the possessed individual values.

Values are the source of individual differences. They function to evaluate our own behaviours and attitudes as well as others. Values vary from person to person and the social and personal preference is the result of continuous beliefs that act in a particular way of living and behaving or vice versa. It also allows us to find good and bad, right and wrong. Naturally, the good and bad and right and wrong is a value judgment, so varies from person to person (Can et al., 2006). Developmental theories of career emphasize the importance of personal interests, skills, and values when expressing the barriers in

decision-making (Creed et al., 2007). The values of the individuals affect their attitudes, behaviours and thoughts. Therefore, the values also affect career choice and so important. The choice of career is one of the most important decisions in the lives of people.

That situation comes to the fore even more for college students in the career planning stage that receive a high level of education, especially in their field (Pelit & Ozturk, 2010). Many factors influence come into play when college students choice of career path. Students will typically take into account the quality of life they want when they are older.

Factors such as personality, opportunity and environment can all play a role in the decision

2.3.1 Personality

Personality is an important factor in career choice. A universal definition of personality is a collection of qualities or traits that are somewhat stable across situation (Hewitt, 2010). For example, sales people have to be out- going. Splaver, (2000) said “personality” plays an important role in the choice of a right career. A student’s personality must be self-motivated type, as to investigate career possibilities from early on in their lives, and not the procrastinating type that waits till they are compelled to decide Studies have shown that students chooses a major that they think fits their personality type (Mihyeon, 2009).The confidence that a student has can determine how far a student will go with their education. Students who believe in themselves have more confidence and are more likely to go for what they want instead of settling for something that is comfortable. The

personality of students can also play a role in choosing a major. According to studies, students who have an investigative personality are more likely to major in science fields. Students with an artistic personality are more likely to major in arts and in interdisciplinary fields. Students who are very social people are more likely to major in the social sciences (Porter and Umbach, 2006).

Some students grow up knowing what they want to do in life. These are the students who go the extra mile to reach their dream job. However, students often settle on a different path due to many factors they can't control. Students will research their chosen career path and explore everything about it. The salary and benefits of that job do not play a role in this decision. In a research study the factor "match with interest" rated over job characteristics, major attributes, and psychological and social benefits in importance when students choose a major (Beggs et al., 2008). Students will seek out schools that are well known for that major or trade. Most students today are more concerned with the amount of money they can earn. However, there are a few students who pursue their dreams (Mcglynn, 2007).

Many students choose their major based on their academic ability (Beggs et al., 2008). However, some students do not have the ability or the work habits to succeed in some majors that may require more study than other fields of studies. These students may find a better fit in a less work intensive major that requires fewer difficult classes. This affects the career paths of these students.

Personality have certain relationship with career goals (Roberts and Robins, 2000) and success in interview that helps them to join their personality type related careers in

organizational context (Caldwell and Burger, 1998; Goldberg, 1993). Micallef and Gatt (2004) found that gender also influenced career choices. They reported that in the past females were not encouraged to further their studies and were discouraged from male dominated professions such as engineering and medicine. Yet, although it is still found that women avoid male dominated occupations, there is a small increase towards growing numbers in such professions. Cutler et al. (2006) indicated that personal factors such as prestige, personality type and lifestyle preference played an important role in future career choices. Cooperstein and Schwartz (1992) conducted a study in which 272 certified occupational therapists were interviewed. They found that factors like challenge, variety in a profession and the desire to help people, were some of the primary reasons they chose their careers.

Micallef and Gatt, (2004) found that females were not encouraged to further their studies and were discouraged from the male dominated professions such as engineering and medicine. However in recent times, it was found that women often avoid choosing male dominated careers, but studies have shown that more and more females are continuing with tertiary education and entering the traditional male dominated professions.

Watson (2004) also found that more females are now willing to cross perceived gender barriers regarding careers. Harris et al. (2005) conducted a survey of medical resident doctors at the children's hospital of Philadelphia by means of an anonymous written questionnaire. It was noted that gender as a factor affecting career choice was more important to female residents in the pursuit of a career. It seemed to be a strong motivational factor when considering a career in the male dominated field of medicine.

The influence of gender, role models, encouragement and personal characteristics on the career choice of medical students was investigated by Connelly et al. (2003). The sample composed of 526 fourth year and 1139 second year medical students. The authors reported that gender was a significant factor affecting career choice for both students and residents.

Singaravelu et al. (2005) examined factors influencing student's choice of major subjects and found that out of 214 undergraduates (144 international and 70 domestic), status and prestige of a career were more important considerations for international students than for the domestic students. Prestige can be linked to the Wilkinson (1996) study, which highlights that in 9 years perceptions have not changed. The factors affecting science undergraduates choices of teaching as a career was investigated by Ososki et al. (2006). This study was aimed at undergraduates at Humboldt State University.

The researchers reported that students, who were not considering teaching as a career, saw teaching as a low status job, negatively perceived in the community and by semi-professionals. It was also reported that parents in the study commented that low university entrance requirements for aspiring teachers had lowered the status of teaching and resulted in a lower quality teaching force with lower pay. Cutler et al. (2006) conducted a study to investigate medical student's perceptions of the field of psychiatry and to identify the impact of these perceptions on their career choices. This study was conducted with 2 classes of students at an urban, private university medical school. There were 131 third year students and 117 fourth year students who responded to the survey. Researchers noted that all respondents, irrespective of their class or their level of interest

in a career in psychiatry, generally rated status and prestige of psychiatry as having a negative impact on their interest in the field.

Nworah (1997) researched on the Factors that influenced Career choice among Secondary School Students in Onitsha zone. The aim of the study was to find out the factors that students considered before picking careers. From students' perspective, Perrone, et al., (2001) has reported that students' interests provide the main motives for their career choice and by studying 332 students of Kenya. Edwards and Quinter (2011) has reported that, more than 70% of the students are influenced by personal interest when making career choice (Edwards & Quinter, 2011). Similarly, while studying the students of Federal University of Technology, Udoudoh (2012) has indicated that 79.2% of the respondents are certain of the impact personality trait can have on his or her career choice and 65.2% think personality traits can lead to a good career choice. Hence, from the available literature, it can be found that, only a few studies have considered personality traits as the antecedents of students' career preferences where majority have chosen Holland's 'RIASEC' model to assess personality. Besides, Hossain and Siddique (2012) have propounded that, including all types of job fields in the context of Bangladesh, there is almost an empty space regarding business students' career preferences in the light of their personality traits. According to Holland (1985) a well-known career theorist, personality type is a major in career choice and development. He believes that the choice of an occupation is an expression of personality and that the members of an occupational group have similar personalities. He also maintains that occupational achievement, stability and satisfaction depend on congruence between personality and the work environment.

2.3.2 Interests

Interest can be defined as the things that hold one's attention or arouse one's curiosity (Sear and Gordon, 2002). Interests are a person's like or dislike and are characterized by the person's intensity of feeling about a subject or things (Hooley, 2012). Interests are learned from parents, in school, from friends, and from your life long experiences. For instance, when one engages in various activities he/she reacts with specific feelings or attitudes. You may like or dislike those activities, you feel challenged or bored, competent or clumsy. These personal reactions plus the feedbacks one receives about his/her performance help to shape and focus the interest. One continues to acquire interests throughout his life and this in return influences the reasoning and choices one makes including career choices (Hewitt, 2010).

Interest can change, as we experience life and meet more people; we become interested in new things and discard some of our old interests. We also develop more complex thinking and understanding process, and we may even seek new interest and activities with hope of improving ourselves and making life more exciting (Hewitt, 2010). One the interest of one keeps changes so does the career choice of a person change. One seeks a career that meets his interest at time hence the career that one may have wished to take when he was young is not what he eventually does.

According to Hewitt (2010), interest has become the most important factors in determinant and measures of occupational selection. Most people would like to work at something enjoyable. According to Sears and Gordon (2002), interest inventories has been developed to help identify interests and relate them to career and occupations.

Interests inventories tall ranking for specific career and occupational preferences. By measuring interests of successful and satisfied people in an occupation, researchers have developed scales that compare the interests of individuals to the interests of people who are certain about what they want to do. It is believed that these occupational scales are effective in predicting career and occupational satisfaction. The next aspects of the factors that play a role in student' career choice is the values that are deeply rooted in ones lives.

2.3.3 Values

Values are individual basic beliefs, the beliefs held most dear (Sear and Gordon, 2002). They are a source of motivation that can be seen in one's action; in the attraction to or avoidance of the pursuit of things such as money, power, or spirituality. Some values hold more meaning than others (Hooley, 2012). People tend to pursue more vigorously the values that have more meanings to them than those that are less important. For instance, getting education; must have positive implications to a person. How actively one pursues education is related to the strength of the value individual places to education (Hewitt, 2010). Values at times conflicts, fulfilling one interfere with achieving another (Hewitt, 2010). You would encounter conflicts throughout your life that will require you to rank your values, whether you are or you are not aware of the choice. Sometimes identifying your personal life values is difficult. One way of accessing values is to examine choices you have made in past.

In Sears and Gordon (2002) assessment, values that a community or society hold plays a commanding role in influence the type of career students make. They argued that students

come from a society that is cultured with some deeply rooted values that they hold to and any career that seems to undermine these values are unlikely to be pursued. For instance, in some communities where going to see a doctor for treatment is prohibited, it's so unlikely that a student from that community will pursue a career in medicine because it contradicts their religion. The next aspect of career choice that influences students' career choice is personal skills (Hooley, 2012).

2.3.4 Skills

Hewitt (2010) defined skill as ability to do something. Skill may be natural abilities or may be acquired through education and training. In the university and college, one acquires life skills like finance management, organization and time management as well as skills to help you earn a living.

There are different types of skills; transferable skills are those that can be utilized in several different occupations (Hooley, 2012). Examples of these skills include, teaching in school and training sales workers, both require instructional skills. Other examples of transferable skills include analyzing, negotiating, communicating, clarifying and evaluating (Sear and Gordon, 2002).

2.3.5 Holland's Personality Types

Holland (1985) suggests that all occupations in the world can be divided into six work environments using the same descriptors as his personality types (realistic, investigative, social, enterprising, artistic, and conventional). An example is in a business work environment, the attracted individuals are those with enterprising or conventional

personalities, depending on the work tasks demanded in that specific work environment. Holland believes that most people are happiest in work environments congruent with their personality types. Below is Holland's six work environment;

2.3.5.1 Realistic

People with this kind of traits Prefer physical activities that require skill, strength, and coordination. Traits include frank, conservative, persistency, conforming, practical and do not like to express emotion. For instance, these professions include architect, farmer, and engineer (Holland, 1985).

2.3.5.2 Investigative

A person with this kind of traits prefers working with theory and information, thinking, organizing, and understanding. Traits include: achieving, reserved, playful, analytical, curious, and independent. Example professions include lawyer, mathematician, and professor (Holland, 1985).

2.3.5.3 Artistic

People with this kind of traits prefer creative, original, and unsystematic activities that allow creative expression. These people are imaginative, sensitive, open, creative, idealistic, emotional, impractical and expressive. Example professions comprise: musician, writers and artists (Holland, 1985).

2.3.5.4 Social

This refers to the people who Prefer activities that involve helping, healing, or developing others. People with this traits are persuasive, insightful, extroverts and enthusiastic. Traits include cooperative, friendly, sociable, and understanding. Example professions in these traits include doctor, counselor, and teacher (Holland, 1985).

2.3.5.5 Enterprising

People in this group prefer competitive environments, leadership, inspiration, marketing, and status. Some of these traits include go-getting, domineering, active, and self-possessed. Example professions include Management, Marketing, and Sales Person (Holland, 1985).

2.4 Opportunity

Careers and education do not always synchronize the abilities to the opportunities. Opportunity may influence how students have perceived their future in terms of the reasonable probability of a future in particular career fields. The issue of poverty has played an important determining role in the opportunities available to all (McGraw et al, 2012).

Students whose parents own and operate small businesses may want or feel obligated to follow in their parents' footsteps (Zody et al., 2006). Students may consider the ease of life that is available to them because a job would be available to them right out of school, they could hold a high position within the business, and there is a possibility that they

might own and operate the business one day. However, children of family business owners often have more experience with how the business world operates (Hooley, 2012). These students have often worked in the family business their whole life, experiencing all of what their parents went through in the day to day operation of the business. This can have a positive or negative effect on the student.

Students believe that to live a comfortable lifestyle they need to be economically stable. When these students look into a major or a career path, they seek out the higher salary jobs or they look for majors that involve the most job security (Wildman and Torres, 2002). The financial aspects that students consider include high earning potential, benefits, and opportunities for advancement (Beggs et al., 2008). Given the current economy, and American culture, many students think they need a high paying job to make it in society these days. Along with stability during their career, some students may even look ahead to retirement. Students want to make sure they are secure for the rest of their lives, and may look into careers that have benefits to help them in the long run (Wildman and Torres, 2002).

In exploring the consequences of careers in which there may be limited job opportunities, Jones and Larke (2005) asked all Hispanic and African American graduates who received undergraduate degrees from the college of agriculture and life sciences at Texas University U.S.A to complete a questionnaire on their views of agriculture being a prosperous career. The results revealed that respondents perceived the opportunities for viable, prosperous careers in agriculture-related fields as being very limited. The perception of having limited job opportunities in agriculture and related sciences led

respondents in this study to choose other careers.

The Ososki et al. (2006) study revealed that students viewed teaching as a career that offers limited job opportunities, poor career progression and limited promotion opportunities. It was reported that teachers are not rewarded for good performance. There is a pronounced gender bias, with a low percentage of women enrolling for all computer-related courses, worldwide. Studies reveal that social and cultural influences are pertinent for all research into this gender issue (Beyer, 2008; Joshi & Kuhn, 2001; Trauth et al., 2008). However, the commonly accepted reasons for the disparity do not fully explain why the severity of the enrollment crisis varies in extent between countries with similar challenges and economies and yet is evident in both highly developed and developing countries. Many times the career that the student may have finally settled on, after much anguish, may no longer exist when the student is ready.

Olsten Corporation, a temporary hiring agency, stated that as a result of the downsizing and reorganization of the past decade, many organizations have pared down to "core groups of full-time employees complemented by part-timers and networks for flexible staffing" (Kerka, 1997). Kerka (1997), stated that training to be portfolio workers, managing our skills as if we were our own job entity, may be the opportunities students will be faced with in the future. He stated that individuals should consider themselves a collection of attributes and skills, not a job. The key skills of the portfolio worker are versatility, flexibility, creativity, self-direction, interpersonal and communication skills, a facility with computer and information technology, the ability to learn continuously, and the ability to manage work, time, and money (Kerka, 1997). This would be quite different

from the traditional view as is known today. Lemke (2007) says fundamental changes of attitude and identity will have to be made.

2.4.1 Ideal Job

According to Savicks and Super, (2006) the career choice that student take is entrenched in the way they perceive a job to be, most take a career which conforms to what they perceive to be an "ideal job" and their career decision-making maturity. Professional choice is not ordinary corresponding process; rather, it is a choice made in a situation of many persuading factors. The insight of the perfect job turns as a screen for job suitability and inspires the choice process. One has to be having an idea of what the perfect job is in his or her head, precisely what one desires to get up and go to do every day (Sears and Gordon, 2008).

Early career choice has been a cultural, developmental duty that students are required to have achieved by the end of their high school from surveyed high schools; varied difference existed in career choice maturity (Hewitt, 2012). In the most prosperous schools, career choices had been made, and students entering college or advanced training knew what they needed and what they were going to do. In the lower income schools, the lack of career decision-making was the norm of the day (Sear and Gordon, 2002).

According to Olayinka (2005), most of the teenagers in his study pick career without relating them to their interest and ability to handle the nature of job. Adeyinka (2000) though acknowledged the variable "school type" as expelling the main influence on

teenagers occupational as well as insights and delusion of working life and the needs, determination and aspiration that colour them. Students are not just going to choose a career just for the sake of it, they need to link the career they are taking to the ideal job.

2.4.2 Mentorship

According to a research done to medical students by Hin et.al (2007) the respondents were requested to deliberate on the inspiration of mentors on their career choice. Of the total respondents who were questioned, 57 out 118 with mentors 67 percent (38 out 57) concurred that the mentors had some influence or strong influence on the career choice they made. About 40 percent of respondents in the student subgroups agreed that their mentors were helpful. The sampled respondents, either with or without mentors rated common guidance and career guidance as the types of backing from mentors that they cherished most. when making comparison for those respondents with mentors and those without, or never had mentors, the ones who had had at least one mentor when in high school rated “influence from a mentor” expressively higher than those without, or who never had mentors and the variance was statistically substantial. When comparing mentor influence for students and physicians, there was substantial variance between the two groups (Hin et. Al, 2007). Those students who have access to mentorship at an early age tend to make informed career choice at an early time than those who does not have. These mentorship opportunities help students to make informed career choice.

2.4.3 Education

According to Newton et.al (1998) education plays a key part in how people make a career

choice. Whereas some professions don't require formal education, ones opportunities are limited without the proper education. If one wish to know which professions best fit your education, try and look at some of the job adverts and it will show all the education background one needs to have to meet the requirement (Hewitt, 2010). Education falls under opportunities for students because education differs in terms of the system of education, the quality of education and even the level of education (Hooley, 2012). There are those students who are privileged to have access to the best and quality of education and even to the highest level of education whereas others don't. Those who access to quality education are most likely going to make their career choices early (Sear and Gordon, 2002).

According to Sear and Gordon (2002), the level of parents, guardians and role models education have an influence in the student's career choice. They believe that the level of education for instance of one's parent will definitely affect the type of career choice he make. If your parents and guardian are not well educated, then this will eventually limits the career of your children. Education background according to Hooley (2012) determines the socialization of an individual. The well cultured and socialized class you are, the well informed and informed career choice one is likely to make (Sear and Gordon, 2002).

2.5 Environment

The third factor in career choice, the environment, influence the career students choose. For example, students who lived on an island may choose a career dealing with the water, or they may choose to leave the island behind, never to have anything to do with water

again (Herren et al, 2011). May be someone in the student's life has made a significant impact or impression, leading to a definite career choice. Parent's educational background may influence student views on whether or not to continue their education. Someone they saw on television may have influenced the student, or parents may have demanded that they assume a family business (Herren et al, 2011). These are various environmental factors that would lead a student to a chosen career.

The environmental determinants would include recreational facilities and articles the student has seen in local papers or on the television. The student's support system made up of parents, relatives, siblings, peers, teachers and counselors may be the most environmental factor.

Family and friends are considered to be an influential part of students' choice of career. Parents with an agriculture background most often have an impact in where students go to college. Family role models have more of an influence on what students does (Wildman and Torres, 2002). There are many people in a student's life that can influence their career decisions. Most of the time, parents and friends play a large role, but coaches and teachers can also have a huge impact on a student's life (Wildman and Torres, 2002).

Teachers and coaches can help a student to do better in school, to get into college or to get on a better path. The impact that these adults have on young students can have a major influence on their career path. Academic or athletic coaches are role models for students and also play a big part in molding future generations. Coaches help prepare young men and women for the challenges outside of high school by exposing them to challenges including situations in and out of the classroom (Blum, 1995). How students

react to these lessons early in life can play a big part in what decisions students make down the road. A bad role model or coach can have a negative influence leading to bad life choices, while a good role model or coach can have a positive influence leading to good decisions (Wildman and Torres, 2002).

Students whose parents own and operate small businesses may want or feel obligated to follow in their parents' footsteps (Zody et al., 2006). Students may consider the ease of life that is available to them because a job would be available to them right out of school, they could hold a high position within the business, and there is a possibility that they might own and operate the business one day. However, children of family business owners often have more experience with how the business world operates. These students have often worked in the family business their whole life, experiencing all of what their parents went through in the day to day operation of the business. This can have a positive or negative effect on the students (Zody et al., 2006).

Van As (2005) found that guidance counsellors were able to influence scholars in choosing a career but generally had a low understanding of healthcare and in particular chiropractic. According to De Almeida et al. (1998) contact with a qualified professional from a particular field could affect career choice significantly. Singaravelu et al. (2005) stated that significant others, including the influence of family members, peers and loved ones, played a pivotal role in steering students toward a career path.

Galeazzi et al. (2003) examined the impact of factors hypothesized to affect the choice of psychiatry as a specialty. Questionnaires were administered to 97 Italian medical school graduates sitting for admission examinations to psychiatric residencies while 82 of their

colleagues sat for an admission examination to an internal medicine residency. The results of the study revealed that one of the 5 leading factors selected by future psychiatrists as determinants for the choice of specialty was the intellectual challenge of the discipline.

These results compared favorably with a study by Harland et al. (2005) in which the results revealed that students were looking for a course that challenged them. Results can also be compared to a study carried out by Willcockson and Phelps (2004). These results not only revealed that students wanted a challenging career but also stated they wanted variety. The factors affecting the career choice of male and female civil engineering students leaving higher education institutions in the U.K. were examined by Wilkinson (1996). The researchers reported that the 3 most important factors were the opportunity to do interesting work, the opportunity to do varied work and the training programme for graduates.

According to Baboolal and Hutchinson (2007) individuals who have advised or influenced the career path taken by the student are known as socializers, They include guidance counsellors; teachers; family; friends; significant others; peers; visiting professionals and health practitioners in the students life. It also includes Television, media and the Internet. Much of the informal and formal knowledge given through our civilization and our surroundings has been aimed at gaining, retention, and utilization of information concerning the world. It is therefore observed that both the individual and the environment as important factors in the construct. Career theorist Krumboltz (2010) argued that environmental factors affect career decision making. According to Krumboltz

in Sear and Gordon's book (2002), since 1960s, sociologists have explored how career decision making is affected by the social environment. Some of these components of social environment factors include; family, social economic status, general economic conditions, society's stereotypes about specific occupations, and its attitudes about multicultural populations all influence career choice (Sears and Gordon, 2008).

According to Khallad, (2000) and Watson (2002) Career choices are partial determined by factors like socioeconomic status, gender, race, parents' occupation and level of education and the expectation of your parental. Several researchers have examined those factors to establish whether they actually play a role in career choice and if so, what are their roles in career behaviour and how do they affect one's career choice (Osipow and Fitzgerald, 1996; Rojewski and Yang, 1997). In recent years there has been an increased consciousness of the impact of socioeconomic status, race, gender, and on the career decision-making process and career choices (Stitt-Gohdes, 1997).

2.5.1 Socio-Economic Status

One's social and economic background has some bearing into family's resources. According to Bolles (2011) an individual at one point inherit from parents certain financial and other resources that, to some extent, influence career choices. Family financial status determines things like where one lives and which school to attend. In turn, these can affect ones values, occupational expectations, opportunities, and gender role expectations. Usually, social status is passed down from generation to generation, one may not benefit by being exposed to many opportunities or on the other hand an individual may not have the opportunity to recognize all the career option open (Hooley,

2012). Even though your socio-economic status may have affected your career decision so far, many career related decisions lie ahead. High aspiration and motivation to achieve will help you to reach your goals.

Environment has a momentous role in the career choice students make and the position the student attains in various ways. The environment being referred to here is a factor that is used to foster decisions in career choice. For example, gender has played a considerable part in this environment. In a statement released to the press on the thirtieth anniversary of the Title IX barring of the sex discrimination, Greenberger (2002) of the National Women's Law Center affirmed that boys are still being propelled toward the traditional male's jobs that have a higher paying whereas girls are still expected to huddle into the traditional fields of cosmetology, childcare, and other similar jobs. In Florida for example, during the year 2002, 99% of the students in cosmetology were female, while 100% of the students pursuing a course in plumbing were male.

Although few studies exist on the topic of effects of socioeconomic status on career choice, researchers concur that socioeconomic status influences career choice (Gottfredson, 2008; Sellers et al, 2009). Mau and Biko (2010) cited previous result showing a positive relationship between the family's socioeconomic status and one's aspirations. Individual raised from higher socioeconomic statuses were more likely to be knowledgeable of and decide on professional occupations (Sellers *et al.*, 2009).

Contrary Ali et al (2005) established that career aspirations of young females who came from low-income families were restricted to experiences of their family and acquaintances. Prominent siblings are thought to play a key part in the career direction of

teenagers from lower socioeconomic backgrounds. Besides socio-economic status, Sears and Gordon (2008) believes that family members also play a role in the career students make.

2.5.2 Family Influences

According to Sear and Gordon's (2002) additional aspects of one's family background can be influential in career decision making. In several study for college students, researchers have found out that parents are the most influential career role models for students. Mothers in particular seem to exert greater influence during their children's high school years and fathers seem influential in college aged children's decision making.

According to Herbert (2006) environment are essential for evolving abilities to heights close to capacity heights and if teenagers are raised in a home with a healthy environment and that parents live in harmony and are caring and helpful to their children, a child is therefore destined to take orders from his parents. Hence their career choice aspiration is influenced by their parent's occupational status.

2.5.3 Gender

Whether one is male or female has to some extent influenced some of the career choices made, as well as some of the choices parents make for their children. For example, gender might have influenced the high school attended (Hooley, 2012). Often gender related messages are subtle and their influence is difficult to discern. Example would be, if four generation of men in your family been doctors and you are a man considering a less career professional, for instance, catering, your beliefs and attitudes about men who

work outside the home may produce conflict in your career choice (Sears and Gordon, 2008). In a study on factors affecting female students' career choices and aspirations conducted in Zimbabwe, Mutekwe et al (2011) found out that the way students often answer questions relating to career choice divulges the intrinsic societal prejudices distinctive of their backgrounds. It also reveals the way they are mingled in their families and exemplifies the importance of gender roles nature in their society. Most traditional societies have placed gender role to the children and children grows up knowing that some responsibilities, duties, careers are preserved for certain genders.

Most female students merely neglect certain career fields due to stereotype insights. Perera and Velummayi-lum (2008) noted that conferring to theories on gender roles and work, masculinity is categorized habitually as dominance and effectiveness, whereas, in contrast, females choose occupations that have steady hours of work to allow them to accomplish domestic duties. It is also proposed that females like work that is foreseeable, inferior and less financially productive, with low pressure levels, and they do not aim to occupy leadership position and decision making positions (Hewitt, 2009). The preceding argument supports the fact that career choices are usually a product of one's socialization since society's gender role socialization regulates what roles men and women should aim at (Sear and Gordon, 2002). In many African civilizations there are careers that are believed to be male or female fields and society attempts to train this attitude in boys and girls during socialization (Momsen, 2000). This leads now to the question of what role does occupational stereotyping play in career choices amongst our Kenyan students in TVET.

2.5.4 Occupational Stereotyping

One may hold stereotypes about certain occupations, which can also influence one career choices. Stereotypes come from beliefs that society and families have about different groups; female, males, Africans, Jews, Christians, etc. stereotypes can result in inaccurate judgment about situations and people and hold one back from taking particular steps (Hooley, 2012). For example, if one is female and has been taught that only certain occupation are for women e.g. nursing, teaching, clerical, they will believe that they have limited option (Sears and Gordon, 2008).

Our society deems certain types of work appropriate to either men or women (Hooley, 2012). Men are encouraged to explore wider variety occupations, yet the areas of child care and nursing are seen as not appropriate for men. Women from the other hand are discouraged from seeking education and training in science and math related courses or in trade such as construction, manufacturing, and transportation (Hewitt, 2009). The effects of such stereotyping are that many women work at lower paying occupations with fewer opportunities for advancement (Sear and Gordon, 2002).

There are discrepancies in the income earned by men and women, women getting a raw deal, this is because of the type of occupation picked by different gender (Sears and Gordon, 2008). For example, women are less likely to be employed in engineering or science related jobs since these are traditionally considered to be men's occupations. In the event that there are women employed in this fields, the remuneration is also biased with women earning less than what men earn (Graham and Smith, 2005). Some of these factors that narrow women into traditional role include social and family influences, lack

of education and awareness regarding nontraditional option, environment, and discrimination within career fields.

According to Sear and Gordon (2002), lack of education causes students to make uninformed decision in career choices. They believes that some students make career choices or hate some other careers because they know little about the career. Others will make uninformed career because they are not aware of the areas they are best at, or what collogues prefer and want to associate them with. Hooley (2012) on the other hand believes that lack of knowledge and discrimination within career fields leads to occupational stereotyping among the Kenyan universities students.

2.6 Development in Technical Education in Kenya since Independence

Since independence, several National Commissions on Education have been engaged to review the education sector in Kenya. Those that inclined to the development of TVET included: The Kenya Education Commission of 1964 or Ominde Report, which recommended the establishment of skills development institutions; The Ndegwa Commission of 1970 which emphasized on the development of adequate skills for employment and economic growth; The National Committee on Education objectives and Policies (Gachathi Report of 1976) which further recommended the vocationalization of the school curriculum. The Presidential working party on the Second University in Kenya or the Mackay Commission Report of 1981 which recommended the establishment of the Second University in Kenya and the empowering of the TVET graduates for self- reliance and poverty alleviation.

Working party on Education and Training for the Next Decade and Beyond (The Kamunge Report of 1988) that translated into a Session Paper that called for the strengthening of TVET institutions as important instruments for creation of critical manpower for economic development and employment creation. The commission of Inquiry into the Education System of Kenya (Koech Report of 1999) which emphasized the rationalization and financing of TVET skills for competitive employment and job creation and; in 2005, the Government of Kenya launched Session paper No.1 of 2005 which outlined a new Policy Framework for Education, Training and Research that addressed further reforms in TVET. It recommended the establishment of a Technical Industrial, Vocational and Entrepreneurship Training (TVET) system in the country with the aim to provide and promote life-long education and training for self-reliance.

2.7 Empirical Literature

Several factors have been identified as possible contributors to the decline in accounting majors; some of which Hartwell et.al (2005) identified to include "an unflattering perception of accountants, low starting salaries, and recent accounting scandals". Sax (1994) examines students' initial interest in scientific careers, factors influencing career choice during college, and how these factors differ between men and women. Men who abandon career aspirations appear to be driven by financial concerns whereas women who decide not to pursue scientific career appear more concerned with the social good of their career choice. Ferry (2006) asserts that adolescent occupational choice is influenced by many factors, including life context, personal aptitudes, and educational attainment.

He contends further that whether college-bound or work-bound, meeting the challenge of this developmental milestone is critical in adolescents' lives.

Studies have tried to identify the most important outcome expectations in the choice of computer-related careers (this includes occupational stereotypes and the image of ICT careers). Three practical factors appear frequently in these studies, namely, salary, job security and job availability. High salaries are considered important (Granger et al., 2007; Walstrom et al., 2008). In a 2000 report, "good money/benefits" was noted as being important almost seven times more often than any other factor (Gupta & Houtz, 2000) while Rettenmayer et al. (2007) found that high salary and job security were rated most highly, and that job availability was close in importance to these top two. These are similar to findings for accounting students. Myburgh (2005) carried out a study amongst students in a South African university and found that availability of jobs, followed by job security, were top in importance. Another South African study amongst secondary school pupils, by Seymour et al (2005) found that job availability was significantly associated with interest in ICT.

Granger et al. (2007) reported on a number of US studies, some of which were still in process. Two of these looked at the reasons why students were not taking up computer-related jobs and found that lack of employment opportunities was not the reason (Lomerson and Pollacia, 2006 and Lee and Lee, 2006 both cited by Granger et al., 2007). Walstrom et al. (2008) concur that there is no perception of poor career opportunities in ICT. Hence, these various authors conclude that job-related concerns are not as significant as commonly perceived

Igbinedion (2011) used a sample size of 191 students and descriptive statistics for the analysis. The hypotheses tested revealed that there were variations in the perceived factors that influence students' vocational choice of secretarial studies between male and female students from the universities and colleges of education differed significantly with regards to some of the factors that influence their choice. The influence of parents in the development of students' interest in vocational/technical subjects cannot be over emphasized this is because parents seem to have much influence on children's choice of educational career. How students see themselves in a role in which personality is a determining factor may influence a chosen career. Some careers demand that you have the personality to match the qualities of the occupation. Interest is also an important factor in students' vocational choice

Each individual undertaking the process is influenced by many factors, including the context in which they live, their personal aptitudes, and educational attainment (Bandura et al, 2001). Students all over the world are usually faced with the task of career decision making. The choice of careers, subjects, and courses of study in schools and of subsequent paths to follow, are always difficult problems facing prospective undergraduates. Often, choosing the right subject combination leading to the right profession can make the difference between enjoying and detesting the career in future. Dedicating oneself to career choices that are unattainable leads to frustration.

Although, the findings of the studies mentioned above are congruent with the argument that individual agency cannot be considered in isolation from contextual factors and that there is an interplay between the two in shaping career 'choices', nevertheless, the

researchers continue to draw causal relationships of unidirectional and linear fashion between the influence of agency and structure in shaping career 'choice'. For Another piece of research that emphasizes the role of agency and ignores structural considerations would be Hallissey et al. (2000) study which examined 150 undergraduate students' motivations for choosing careers in dentistry in Ireland. Their research identifies that while some students emphasized the service aspects of dentistry others were motivated with career processes and outcomes. The authors also compare their findings with students from Israel, Australia, South Africa, USA and the UK and note that in comparison to their Irish counterparts, the service element was less pronounced as a motivational factor between students from other countries.

Similarly, studying 298 undergraduate student's career choices in teaching in England, Kyriacou and Coulthard (2000) used a 20 factor scale which includes a range of job attributes and job-person fit as proxy for factors which influence career choice. In a later study, Kyriacou et al. (2002) examine a sample of 84 Norwegian students' views on a career in teaching.

Their study reveals that students' career choices are informed by the availability of career opportunities and paths. Similarly, Ozkale et al. (2004) examined a sample of 386 undergraduate Turkish students in order to identify the factors influencing engineering 'choice' and they revealed three factors: interest in engineering, desire to become a leader and scores achieved in university entrance exam. They found significant differences by gender. While women students have drawn their influence from acquaintances and family of both genders, it was clear that male students were mostly influenced by women.

Another important result was the influence of relatives on the students' engineering choice both on female and male students, the influence being stronger for the former. This pattern is verified also in some other countries (Brainard and Carlin, 1998).

2.8 Research Gaps

Various scholars have carried out research on various issues related to career choice. Morrison (2004) Hallissey et al. (2000) Kyriacou and Colthart (2000) carried out a research on career choice on occupational groups such as accountants and health care professionals. Several factors were identified as possible contributors to the decline in accounting majors some of which include "an unflattering perception of accountants, low starting salaries, and recent accounting scandals. Sax (1994) examined factors influencing career choice during college, and how these factors differ between men and women. The findings were that Men who abandon career aspirations appear to be driven by financial concerns whereas women who decide not to pursue scientific career appear more concerned with the social good of their career choice.

Ferry (2006) asserts that adolescent occupational choice is influenced by many factors, including life context, personal aptitudes, and educational attainment. Ozkale et al. (2004) carried out a study on the factors influencing engineering 'choice' and they revealed three factors: interest in engineering, desire to become a leader and scores achieved in university entrance exam. None of the scholars has carried out a study of the career choice factors such as personality, opportunities and environments in TVET institutes. It was against this background that a survey of TVET institutions in Western Kenya was carried out.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

Methodology refers to the system of methods or procedures used in sampling and collecting data required for a particular research. It is also the application of the principles of data collection methods and procedures in any field of knowledge. This section describes research design, target population, sampling design and sample size, data collection methods, validity and reliability of research instruments and data analysis technique.

3.1 Research Design

This study employed a descriptive survey design. A descriptive survey was selected because it provides an accurate portrayal or account of the characteristics, for example behavior, opinions, abilities, beliefs, and knowledge of a particular individual (Burn and Rove, 1993). The study investigated and describes the nature of prevailing conditions pertaining to the career choice. It enables the researcher to provide the sample or population by gathering accurate information. Research design is a master plan specifying the methods and procedures for collecting data and analyzing to yield the needed information (Mugenda and Mugenda, 1999). Research design guides the arrangement of the collection and analysis of data in a manner that it aims at combining relevance to the research purpose. It is a conceptual structure within which research is conducted (Kothari, 2005).

3.2 Study Area

This study was carried out in selected five TVET institution in western Kenya, these were; Two National polytechnics, namely Eldoret polytechnic and Kisii polytechnic, three technical training institutes namely, Rift Valley Technical Training Institute, Keroka Technical Training Institute and Olessos Technical Training Institute. All these institutions are found in the Western Kenya.

3.3 Study Population

Study population refers to all possible units being studied, it entails a collection of people, objects, and other things that share similar characteristics of interest (Kalof et al, 2008). The study targeted 5 Principals, 5 deputy Principals in-charge of academics and 1220 students drawn from certificate, diploma and higher diploma IT students and of both gender from five registered TVET institutions in the selected institutions in Western Kenya.

Table 3.1 Study Population

	principals	deputy principals	Total number of IT students
KEROKA	1	1	173
RVTTI	1	1	226
ELD POLY	1	1	219
KISII POLY	1	1	217
OLESSOS	1	1	185
total	5	5	1220

3.4 Sample Size and Sampling Procedure

3.4.1 Sample Size for lecturers

According to Oso and Onen (2005) a sample is part of the target population that has been selected as a representative sample. The sample should be selected in a way that one is assured that certain sub groups in the population are represented in the sample in the proportion to their number in the population itself. The sample in question was derived from a total of 1220 students drawn from five registered TVET institutions in western Kenya. The Krejcie and Morgan (1970) table as quoted by Kathuri and Pals (1993) was used to get the sample size of respondents. (Appendix III). According to the table a study population size of 1220 students was represented by a sample size of 291 students. The sample size was selected according to Krejcie and Morgan (1970) table for determining sample size.

3.4.2 Sampling Procedure for TVET, Lectures and Students

The study employed stratified sampling method to achieve the desired sample sizes from various sub-sets in the population. The population was stratified into 5 TVET institutions as shown in table 3.2. Simple random sampling procedure using the lottery technique was used to pick the sample size in every stratum. This method had the benefit of yielding research data that was generalized to the larger population. The study used purposive sampling to select 5 Principals and 5 deputy Principals in-charge of academics.

Table 3.2 Sample Size

	total	number	of	total	number	sample	size	of
	principals	and	deputy	students	of	students		
	principals					students		
KEROKA	2			173		36		
RVTTI	2			226		74		
ELD POLY	2			219		63		
KISII POLY	2			217		58		
OLESSOS	2			185		60		
total	10			1220		291		

3.5 Data Collection Procedure

To achieve the objectives of the study, structured questionnaires and interviews were used to collect information from the respondents. Primary data was collected by the use of structured questionnaires. The questionnaires were administered through the drop and pick technique. Closed ended and scaled items were carefully used to generate information of influence and to facilitate response since the questions are multiple choices and data can be categorized easily. The scaled items, according to Macmillan and Schumacher (2001) allow fairly accurate assessments of opinions. Similarly it has the ability to solicit information from several respondents within a short time (Gupta et al, 2000). This method was appropriate because it enabled the respondents to dedicate enough time convenient to themselves to fill the questionnaire. Principals and Deputy Principals were interviewed. These were designed in a way that more specific and

truthful answers were got. These helped capture information, not provided by the questionnaires. The method used Interview guide to capture the respondents' views. This method was preferred because of its flexibility and ability to provide new ideas on the subject (Kothari, 1990). Document analysis was done to collect some data from secondary sources.

3.6 Data Collection Instruments

In the selection of the instruments to be used in the study, the researcher ensured that the objectives of the study and the suitability of the instruments that were chosen these includes the questionnaire and interview were clear. The researcher considered the availability of the sampled respondents and thereby use structured questionnaires to collect the data for the study. A Likert scale of a five- point continuum was assigned to items and their responses expressed in relative weights.

3.6.1 Validity and Reliability of instruments

To enhance the reliability and validity of the instruments, a pilot study was conducted on one principal, one deputy principal in charge of academics and 20 students at Kaiboi Technical Training institute, who were subjects not participating in the final study. To enhance validity of the instrument, the study employed content validity. This was done in terms of checking for items that were vague or not necessary, weaknesses of the instruments and whether respondents understood the items. Supervisors and lecturers in school of education reviewed the content of the instruments to determine its validity and ensure the instrument accurately measure the variables it targeted. The researcher pre-

tested the questionnaire on a Likert scale which requires the respondents to rate the objectives being investigated. The reliability of the instrument was estimated after the pilot study using the Cranbach's reliability coefficient, which is a measure of internal consistency. A reliability analysis yielding a coefficient of 0.75 is recommended and is used as the threshold for reliability testing. The instruments therefore deemed as reliable. A reliability value of above 0.80 was obtained; this is above the threshold of 0.5 which is the minimum accepted for an instrument to be regarded as reliable. This agrees with Mugenda (2003) a reliability index of 0.80 is considered ideal for the study. Adjustment was done when lower reliability coefficient was realized.

3.7 Data Analysis and Presentation Techniques

Analysis of data started with checking the gathered raw data for accuracy, usefulness and completeness. Data was then tabulated and put into various categories. This involved the transfer of classified data gathering tools to the tabulator form in which they were systematically examined. Descriptive and inferential statistics with the aid of SPSS, was used in the analysis of the collected data. Likert scale responses were expressed in relative weights, while Pearson's correlation coefficient was used to establish the relationship. Qualitative data was analyzed and reported in narrative form.

3.8 Ethical Considerations

According to McNeill and Chapman (2005) research can have a powerful impact on people's lives and as such, researchers must always think, behave and plan in a manner that cannot bring any harm to the subjects of research or the society in which the study is

conducted in.

In order to uphold this, the researcher took the following ethical consideration, respecting the respondents' privacy. The participants did not write their names on the questionnaire, but each questionnaire had a code number for reference, and participants were then assured that the information given will be treated confidentially and for the purpose intended only. They also had the freedom to withdraw from the study at any point or time.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter covers data presentation, analysis and interpretation of the findings. The study aimed at assessing career choice selection in information technology by students in technical vocational education and training (TVET) institutions in western Kenya. It therefore sought to determine the influence personality factors, opportunity factors and environments factors had in selecting career of information technology students in TVET Institutions in Western Kenya. The chapter summarized the demographic information, descriptive statistics, test correlation and regression analysis results.

4.1 Demographic Information

The study put into account the demographic information of the respondents since the background information of the respondents is crucial for the authenticity of the results. The demographic information of the respondents includes their gender, age bracket, level of professionalism, year of study and highest academic level.

The study sought from table 4.0 to establish; the respondents' gender. Majority (206) 77.8% were male and (85) 22.2% were female. This is a clear indication that most of the individuals in the selected TVET institutions in Western Kenya are male. The age bracket in which respondents age fell. Majority (151) 63% were between 21-24 years, (64) 22.7% were over 40 years, (29) 6.5% were between 25-29 years, (25) 4.6% were between 30-34

years and (22) 3.2% of the respondents were between 35-39 years. This tentatively implies that majority of the respondents comprised of the youth as evidenced by the 21 to 24 years age bracket.

The study also required that the respondents give their level of training. The level of training was analyzed in order to establish the prevailing levels of education among the respondents, and more importantly, to control the influence of specialization in the study model. As evidenced in table 4.0, majority (170) 70.4% had a Certificate, (50) 14.4% Diploma, (40) 9.7% Higher diploma and (31) 5.6% were Artisans. From the findings, it is evident that majority of the respondents had a Certificate while the least being those that were artisans.

The study also sought to establish year of study. As shown in table 4.0, (114) 41.2% of the respondents were in year one, (95) 32.4% year three and (40) 26.4% were in year two. In terms of higher academic level of respondents, (185) 68.1% of the respondents had KCSE level of education and (106) 31.9% had KCPE as their highest academic level.

Table 4.0 Demographic Information

		Frequency	Percent
Gender	Male	206	77.8
	Female	85	22.2
	Total	291	100
Age bracket	Below 20 yrs	0	0
	21-24yrs	151	63
	25-29yrs	29	6.5
	30-34 yrs	25	4.6
	35-39yrs	22	3.2
	Above 40 yrs	64	22.7
Level of Training.	Artisan	31	5.6
	Certificate	170	70.4
	Diploma	50	14.4
	Higher diploma	40	9.7
Year	Year one	114	41.2
	Year two	82	26.4
	Year three	95	32.4
	Total	291	100
Higher academic level	KCPE	106	31.9
	KCSE	185	68.1
	Certificate	0	0
Total		291	100

Source: Survey data (2016)

4.2 Descriptive Statistics of Variables

4.2.1 Descriptive Statistics for Personality Factors

The first research objective sought to determine the influence that personality has in selecting career choices by students of information technology in TVET in Western Kenya. Table 4.2 captures the response of the respondents. As evidenced in the table, (165) 68.1% of the respondents strongly agreed that they have to work and earn the money needed for training after high school (mean = 4.64, SD = 0.58). Similarly, (164) 67.6% of the respondents strongly agreed that they choose a career which has adequate time for their personal business (mean = 4.49, SD = 0.81). Also, (165) 68.1% of the respondents strongly agreed that they would consider a job held traditionally by the opposite sex (mean = 4.39, SD = 0.91). Moreover, (123) 50% of the respondents agreed that they plan to work in a job for a while, then attend a school or get training (mean = 3.62, SD = 0.91). Finally, (102) 40.3 % agreed that they prefer a job where there are no limitation on dressing code (mean = 3.49, S.D = 0.95).

In a nutshell, results on personality factors summed up to a mean of 4.13 and standard deviation of 0.65. Consistently, Splaver (2000) infers that personality is key in the choosing of the right career. That is why student's personality must be self-motivated so as to investigate career possibilities from early on in their lives. Also, the extant literature has shown that students with an investigative personality are more likely to major in science fields while those that are very social people are more likely to major in the social sciences (Porter and Umbach, 2006). This is a clear indication that the personality of students plays a role in choosing a major.

Table 4.1 Personality Factors

		SD	D	N	A	SA	Mean	Std. Deviation
I will have to work and earn the money needed for training after high school	Freq.	0	22	21	83	165	4.64	0.58
	%	0	1.4	0.9	29.6	68.1		
I would consider a job held traditionally by the opposite sex.	Freq.	0	21	77	28	165	4.39	0.91
	%	0	0.9	26.9	4.2	68.1		
I plan to work in a job for a while, then attend a school or get training.	Freq.	16	46	62	123	44	3.62	0.91
	%	0.5	14.4	21.8	50	13.4		
I prefer i job where there no limitation on dressing code	Freq.	19	45	82	102	43		
	%	1.9	13.9	31	40.3	13	3.49	0.95
I choose a career which has adequate time for my personal business	Freq.	0	22	54	51	164		
	%	0	1.4	16.2	14.8	67.6	4.49	0.81
Personal factors							4.13	0.65

Source: Survey data (2016).

4.2.2 Descriptive Statistics for Opportunity factors

The second research objective focused on evaluating influence of opportunity factors on selecting career choices by students of information technology in TVET in Western Kenya. The findings were illustrated in table 4.2. As shown in the table, (117) 47.2% of

the respondents agreed that they have done career research on their own (mean = 3.78, SD = 1.07). In the same way, (125) 50.9% of the respondents agreed that they are limited to a career choice by what they are schooling (mean = 3.52, SD = 0.97). As well, (118) 47.7% of the respondents agreed that they have access to employment in a family business (mean = 3.5, SD = 1.16). Additionally, (147) 61.1% of the respondents agreed that they are limited to their career choice by their grades (mean = 3.45, SD = 0.86). Moreover, (100) 39.4% of the respondents agreed that they are limited to a career choice by the industry in their area, (48) 15.3% of the respondents were neutral on the same while (80) 30.1% of the respondents disagreed (mean = 3.38, SD = 1.08).

In general, results on opportunities summed up to a mean of 3.47 and standard deviation of 0.74. In light of the afore mentioned findings, opportunity influences the way in which students perceive their future in terms of the reasonable probability of a future in particular career fields. In most cases, employment in a family business, employment opportunities in their area as well as career research impact on the career choice. It can therefore be inferred that students look into a major or a career path that offers high salary and involves the most job security (Wildman and Torres, 2002). Moreover, Beggs et al. (2008) echo that the financial aspects that students consider include high earning potential, benefits, and opportunities for advancement.

Table 4.2 Opportunity Factors

		SD	D	N	A	SA	Mean	Std. Deviation
<hr/>								
I am/was limited to my career								
choice by my grades	Freq.	17	56	51	147	20	3.45	0.86
	%	0.9	19	16.7	61.1	2.3		
I am/was limited to a career								
choice by what is schooling is								
in my area	Freq.	18	56	52	125	40	3.52	0.97
	%	1.4	19	17.1	50.9	11.6		
I am/ was limited to a career								
choice by the industry in the								
my area	Freq.	16	80	48	100	47	3.38	1.08
	%	0.5	30.1	15.3	39.4	14.8		
I did/ have done career								
research on my own.	Freq.	17	57	29	117	71	3.78	1.07
	%	0.9	19.4	6.5	47.2	25.9		
I have access to employment in								
a family business.	Freq.	42	20	64	118	47	3.5	1.16
	%	12.5	2.3	22.7	47.7	14.8		
<hr/>								
Opportunities							3.47	0.74
<hr/>								

Source: Survey data (2016).

4.2.3 Descriptive Statistics for Environmental Factors

The third research objective was set to determine the influence environment have in selecting career choices by students of information technology in TVET in Western Kenya. Table 4.3 presents findings on environment factors, it shows that (125) 49.5% of the respondents strongly agreed that counselors have been the greatest influence in their career choice (mean = 4.14, SD = 1.08). As well, (97) 38% of the respondents strongly agreed that friends have been the greatest influence in their career choice, (58) 19.9% of the respondents agreed on the same while (44) 13.4% were neutral and (76) 28.2% disagreed (mean = 3.67, SD = 1.26). In addition, (97) 36.1% of the respondents agreed that teachers have been the greatest influence in their career choice (mean = 3.57, SD = 1.18). In addition, (96) 37.5% of the respondents affirmed that other family members have been the greatest influence in their career choice (mean = 3.57, SD = 1.43). Finally, (97) 38% of the respondents agreed that parents have the greatest influence in their career choice, (58) 19.9% of the respondents agreed on the same, (44) 13.4% were neutral and (76) 28.2% of the respondents disagreed (mean = 3.36, SD = 1.28). To sum up, environmental factors had a mean of 3.63 and standard deviation of 1.12.

Based on the study findings, the environment is of influence in students' career choice. Precisely, teachers, friends and family members have the greatest influence in career choice. The results tally with that of Wildman and Torres (2002) indicating that family role models as well as friends have more of an influence on what students major in. On the same note, Zody et al. (2006) put it that students whose parents own and operate small businesses may want or feel obligated to follow in their parents' footsteps. The

above results indicate that environmental factors have a role to play in the career choice of the students.

Table 4.3 Environmental Factors

		SD	D	N	A	SA	Mean	Std. Deviation
My parents had/will have the greatest influence in my career choice	Freq.	16	76	44	58	97	3.36	1.28
	%	0.5	28.2	13.4	19.9	38		
Friends are/have been the greatest influence in my career choice	Freq.	16	76	44	58	97	3.67	1.26
	%	0.5	28.2	13.4	19.9	38		
Teachers are/have been the greatest influence in my career choice	Freq.	0	85	35	97	74	3.57	1.18
	%	0	30.6	7.4	36.1	25.9		
Counselors are/have been the greatest influence in my career choice	Freq.	0	54	25	87	125	4.14	1.08
	%	0	16.2	2.8	31.5	49.5		
Other family members are/have been the greatest influence in my career choice	Freq.	39	54	38	64	96	3.57	1.43
	%	11.1	18.1	10.6	22.7	37.5		
Environmental Factors							3.63	1.12

Source: Survey data (2016).

4.3 Descriptive statistics for career choice

This section of the study put into account the results on career choice. Table 4.4 illustrates the responses of the respondents. From the table, (140) 56.5% of the respondents agreed that they are optimistic their career will help get them a job (mean = 3.84, SD = 0.67). Further, (128) 50.9% of the respondents agreed that they would think of any other career better than the one they are in (mean = 3.79, SD = 0.71). Also, (138) 55.6% of the respondents agreed that they are happy with the career they chose (mean = 3.79, SD = 0.73). As well, (138) 55.6% of the respondents agreed that they do not regret choosing their career (mean = 3.78, SD = 0.73). Finally, (131) 53.7% of the respondents agreed that their career will give good future, (76) 28.2% of the respondents were neutral on the same while (40) 11.6% of the respondents strongly disagreed (mean = 3.32, SD = 1.02). In a nutshell, results on career choice had a mean of 3.7 and a standard deviation of 0.55.

Table 4.4 Career Choice

		SD	D	N	A	SA	Mean	Std. Deviation
Am happy with the career I								
choose	Freq.	0	28	76	138	49	3.79	0.73
	%	0	4.2	26.4	55.6	13.9		
I do not regret the career I have								
chosen	Freq.	0	29	76	138	48	3.78	0.73
	%	0	4.6	26.4	55.6	13.4		

Am optimistic my career will								
help get job	Freq.	0	22	79	140	50	3.84	0.67
	%	0	1.4	27.8	56.5	14.4		
I would think of any other								
career better than this one	Freq.	0	23	89	128	51	3.79	0.71
	%	0	1.9	32.4	50.9	14.8		
My career will give good								
future	Freq.	40	23	76	131	21	3.32	1.02
	%	11.6	3.7	28.2	53.7	2.8		
<hr/>								
Career choice							3.7	0.55
<hr/>								

Source: Survey Data (2016)

4.4 Correlation Results

Pearson's product moment correlation analysis was used to assess the correlation between the variables. The results in table 4.5 indicate that, there is negative and significant correlation between opportunity factors and career choice ($r = -0.610$, $p < 0.01$) and personality factors with career choice ($r = -0.591$, $p < 0.01$). The results also indicate that there is a negative and significant correlation between environmental factors and career choice ($r = -0.301$, $p < 0.01$).

Table 4.5 Correlation Results

	Career choice	Personality factors	Environmental factors	Opportunity factors
Career choice	1			
Personality factors	-.591**	1		
Environmental factors	-.301**	.741**	1	
Opportunity factors	-.610**	.823**	.787**	1

** Correlation is significant at the 0.01 level (2-tailed).

Source: Survey data (2016).

4.5 Regression Analysis Results

Multiple regression analysis was conducted so as to determine the relationship between career choice and the three variables. The results from table 4.6 shows that the study multiple regression model had a coefficient of determination (R^2) of about 0.621. This means that 61.3% variation of career choice is explained/predicted by joint contribution of personality factors, environmental factors and opportunities factors. The F-value of 86.263 with a p value of 0.00 significant at 5% indicate that the overall regression model is significant, hence, the joint contribution of the independent variables was significant in predicting career choice.

4.6 Hypotheses Testing

The first Hypothesis postulated that H_{01} : personality factors have no significant effect on career choice. The results of multiple regressions, as presented in table 4.6 revealed that personality factors has a beta value of $\beta_1 = -0.337$, p-value = 0.004. Since the p value is less than < 0.05). The null hypothesis is rejected .Therefore personality factors has significance effect on career choice.

The second hypothesis stated that H_{02} : environmental factors have no significant effect on career choice. The results of multiple regressions, as presented in table 4.6 revealed that environmental factors has a beta value of $\beta_1 = -0.925$, p-value = 0. Since the p value is less than < 0.05). The null hypothesis is rejected. Environmental factors therefore have significant effect on career choice.

The third hypothesis stated that H_{03} : Opportunities factors have no significant effect on career choice. The results of multiple regressions, as presented in table 4.6 revealed that opportunities factors has a beta value of $\beta_1 = -0.969$, p-value = 0. Since the p value is less than < 0.05). The null hypothesis is rejected. Therefore opportunities factors have a significant effect on career choice.

Table 4.6 Coefficient of Estimate

	Unstandardized		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	T	Sig.	Tolerance	VIF
(Constant)	1.725	0.156		11.029	0.000		
Personality							
factors	-0.241	0.074	-0.337	-3.238	0.001	0.166	2.018
Environmental							
factors	-0.382	0.051	-0.925	-7.547	0.000	0.12	2.359
Opportunities							
factors	-0.603	0.071	-0.969	-8.486	0.000	0.138	2.258
R ²	0.621						
Adjusted R ²	0.613						
ANOVA (F test)	86.263						
ANOVA (Prob)	0.000						

Dependent Variable: career choice

CHAPTER FIVE

THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the Findings

The primary objective of the study was to assess career choice factors of students in technical vocational education and training (TVET) institutions in Kenya; a case study of western Kenya. Three research questions were formulated to guide the study. Research question one aimed at determining how influential were factors of personality in selecting career by students in information technology in TVET in Western Kenya. Research question two aimed at establishing how significant were factors of opportunity in selecting career by students in information technology in TVET in Western Kenya while the third research question determined how significant factors of environment were in selecting career by students in information technology in TVET in Western Kenya. The target population consisted of principals, deputy principals in-charge of academics and IT students. Data was collected through the use of questionnaires.

The study revealed that personality factors had a beta value of $\beta_1 = -0.337$, p-value = 0.004 indicating that it has a negative and significant effect on the career choice. The study further established that the respondents have to work for the money needed to attend training after high school. As a result, they would choose a career which has adequate time for their personal business. Also, they would consider a job held traditionally by the opposite sex. In addition, they plan to work in a job for a while, then attend a school or get training. To sum up, a job where there are no limitations on the

dresser code is more preferable. Consistently, Mihyeon (2009) posits that students will choose a major that they think will fit their personality type. Similarly, McGlynn (2007) argues that in most cases students are more concerned with the amount of money they can earn rather than pursuing their dream; it is only a few students who pursue their dreams. Further support to the study findings is by Beggs et al. (2008) who note that many students choose their major based on their academic ability.

Furthermore, opportunities factors had a beta value of $\beta_2 = -0.969$, p-value = 0. Since the p value is less than < 0.05), opportunities factors have a significant effect on career choice. This means that students are limited to a certain career choice by the grades they scored or by what they are schooling. Furthermore, access to employment in family business also comes into play. In line with the results, Zody et al. (2006) argue that students whose parents own and operate small business may want or feel obligated to follow in their parents' footsteps. Moreover, the financial aspect of a career is also a determinant in career choice. For most students, a career that has an opportunity for career advancement and pays well is highly preferred by them. This is as put forth by Wildman and Torres (2002) that whenever students look into a career path, they seek out high salary jobs and those that involve the most job security. On the same note, Beggs et al. (2008) argue that the financial aspects that student consider include high earning potential, benefits, and opportunities for advancement. In light of the aforementioned prior studies, opportunity factors play a key role in career choice.

To sum up, environmental factors had a beta value of $\beta_1 = -0.925$, p-value = 0.000. Therefore, students' support system made up of parents, teachers, counselors and

friends have a great influence in career choice. Consistently, Wildman and Torres (2002) argue that parents, friends and teachers have a huge impact on a student's career choice.

In a similar vein, Blum (1995) argues that coaches help prepare young men and women for the challenges outside of high school by exposing them to challenges including situations in and out of the classroom. In so doing, students are aware of what to expect and which career path to choose.

5.2 Conclusion

Based on the study findings, personality plays a crucial role in choosing of the right career. As such, students are more likely to choose a career that is in line with their career type. However, for student to choose a specific career, there are a number of factors that come into play. For instance, if the money available is adequate enough to attend training after high school and of course if the career chosen will avail sufficient time for personal business. Other than the above, preferences such as no limitations on dressing code as well as a job held traditionally by the opposite sex is put into utmost consideration by the students.

The study has also revealed that opportunity factors have a significant effect on career choice. In the event that students have good grades, they will have a wide array of careers to choose from as opposed to when they have bad grades. In this case, students that are unable to succeed in majors that require more study have their career paths affected. They therefore have no choice rather than focusing in majors with fewer difficult classes. Further, access to employment in family business encourages students to follow a similar

path like that of their parents. However, they ensure that their job offers both monetary and non-monetary benefits such as high salary and opportunities for career advancement.

Finally, it is evident that parents, teachers, counselors and friends have a great influence in career choice. They can either have a negative influence leading to poor career choices or a positive influence leading to good decisions. This means that the students' career choice is highly dependent on their support system and the view they have towards pursuing different careers. For instance, they may influence student views on whether or not to continue their education or in the case of parents whether to assume a family business.

5.3 Recommendations

In view of the findings and conclusions, the following recommendations are made.

The study has established that personality factors have a key role in student's career choice. It is therefore important for learning institutions to encourage students to be self-motivated and work towards the identification of their career early on in their lives. They should also be encouraged to believe more in themselves and not settle for a given career because of the money on offer but they should rather focus on fulfilling their dreams. Additionally, it is important for TVET institutions to have flexible learning schedules so that students have sufficient time for both study and personal business.

Since opportunity factors have a significant effect on career choice, students need to be given every opportunity to excel and work in their field. It would also be prudent for TVET institutions to match students skills and abilities with a given career so as to ensure

that students get the most out of a given career path. Furthermore, TVET institutions need to guide students on how to choose a given career on what aspects to pay more attention to. In the context of the study, students should be encouraged to follow career paths that offer opportunities for advancement, job security as well as a salary that is commensurate to the work.

Environmental factors greatly influence the career choice of students. It is therefore important for students' support system (parents, teachers, counselors and friends) to encourage them to pursue a career that best fits them. Also, teachers and coaches can help a student to do better in school, to get into college or to get on a better path. More importantly, it is prudent for parents, teachers and coaches to prepare students for challenges ahead of them by exposing them to these challenges earlier.

5.4 Further Research Recommendations

This study was conducted to assess career choice factors of IT students in technical vocational education and training (TVET) institutions in Kenya; a case study of western Kenya. Since the current research was limited to technical vocational education and training (TVET) institutions in western Kenya, a larger sample and a more specific instrument might be desirable and might validate the findings of the study. Apart from extending the sample size, including moderator factors and looking forward to direct or indirect relationship towards career choice can also be made in the research models.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR STUDENTS

The questions below are for the purposes of finding out the career choice factors of students in technical vocational education and training (TVET) institutions in Kenya; A Case Study Of Western Kenya. Your opinions as reflected in this questionnaire are important to this study and are held in confidentiality. Therefore you are requested to fill this questionnaire in the most free and honest way possible.

Please tick the appropriate answers in the boxes provided and also write down the appropriate answers in the spaces provided. Do not write your name on the questionnaire.

Thank you in advance for your time and cooperation.

Respondent No.....

Institution

Students' Questionnaire

The information contained in this questionnaire will not be used for any other purpose other than the intended research.

PART A (Please tick appropriately)

1. Gender: male [] female []
2. Please indicate your age bracket in years.
 - (a) Below 20 years []
 - (b) 21 - 24 years []
 - (c) 25- 29 years []

(d) 30- 34 years

(e) 35 - 39 years

(f) Above 40 years

3. What level of Professional/Technical training are you pursuing in your institution?

Artisan Certificate

Diploma Higher Diploma

4. Which year of study are you currently pursuing?

Year one Year two Year three

5. Indicate your current highest academic qualifications

KCPE KCSE Certificate Diploma

PART B: PERSONALITY FACTORS

In this section the study is interested in your view on personal factors that affect your career choice. Read each of the statements carefully and tick the appropriate choice.

Key SA- Strongly Agree, A- Agree, N- Neutral, D- Disagrees, SD – Strongly Disagree

	SA	A	N	D	SD
I will have to work for the money needed to attend any training after high school					
I would consider a job held traditionally by the opposite sex.					
I plan to work in a job for a while, then attend a school or get training.					
I prefer job where there no limitation on dressing code					
I choose a career which has adequate time for my personal business					

PART C: ENVIRONMENTAL FACTORS

In this section the study is interested in your view on environments factors that affect your career choice. Read each of the statements carefully and tick the appropriate choice.

Key SA- Strongly Agree, A- Agree, N- Neutral, D- Disagrees, SD – Strongly Disagree

	SA	A	N	D	SD
My parents had/will have the greatest influence in my career choice.					
Friends are/have been the greatest influence in my career choice					
Teachers are/have been the greatest influence in my career choice					
Counselors are/have been the greatest influence in my career choice					
Other family members are/have been the greatest influence in my career choice					

PART D: OPPORTUNITIES

In this section the study is interested in your view on opportunities factors that affect your career choice. Read each of the statements carefully and tick the appropriate choice.

Key SA- Strongly Agree, A- Agree, N- Neutral, D- Disagrees, SD – Strongly Disagree

	SA	A	N	D	SD
I am/was limited to my career choice by my grades					
I am/was limited to a career choice by what is schooling is in my area.					
I am/ was limited to a career choice by the industry in my area.					
I did/ have done career search on my own.					
I have access to employment in a family business.					

PART E: CAREER CHOICE FACTORS

In this section the study is interested in your view on the Career choice you have selected.

Read each of the statements carefully and tick the appropriate choice.

Key SA- Strongly Agree, A- Agree, N- Neutral, D- Disagrees, SD – Strongly Disagree

	SA	A	N	D	SD
Am happy with the career i choose					
I do not regret the career i choose					
Am optimistic my career will help get job					
I would think of any other career better than this one					
My career will give a good future					

APPENDIX II: INTERVIEW SCHEDULE FOR PRINCIPALS AND DEPUTY

PRINCIPALS

Do you have career choice training sessions in your institution?

Yes No

Kindly indicate your views on early education in career choice among your students

.....
.....
.....
.....

Do personality factors affect career choice among students ? Yes No

If yes how?

.....
.....
.....
.....
.....

Why do you think environments factors affect students career choice?

.....
.....
.....
.....

Do opportunities affect student's career choice?

.....
.....
.....

APPENDIX III: THE KREJCIE AND MORGAN TABLE

TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size
 "S" is sample size.]

APPENDIX IV: RESEARCH PERMIT



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
James Kibor Singoei
University of Eldoret
P.O. Box 1125-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Career choice factors of Information Technology students in Technical Vocational Education and Training (TVET) Institutions in Kenya; A case study of Western Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **all Counties** for a period ending **6th January, 2017**.

You are advised to report **the County Commissioners and the County Directors of Education, all Counties** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioners
All Counties.

The County Directors of Education
All Counties.