**FACTORS INFLUENCING CAREER ASPIRATIONS AMONG GIRLS IN PUBLIC SECONDARY SCHOOLS**

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**ABSTRACT**

This study was carried out on the factors influencing career aspirations among girls in public secondary schools using selected secondary schools in nyamira north district, nyamira county, kenya as case study. To achieve this 4 research questions were formulated. The survey design was adopted and the simple random sampling techniques were employed in this study. The population size comprise of the students, teachers and administrators of the selected secondary schools in the study area. In determining the sample size, the researcher randomly selected 144 respondents while 100 respondents were validated. Self-constructed and validated questionnaire was used for data collection. The collected and validated questionnaires were analyzed using frequency tables and percentage. While the hypothesis were tested using Pearson Correlatio statistical too. SPSS v23.

The result of the findings reveals that; the various ways in which vocational guidance can be improved include; Teachers should have a profound understanding of varieties of vocational skills; Teachers should create room for students to express themselves; Teachers and other key authorities should carefully study and understand the intellectual capacity of each students; Teachers and other key authorities understand the strength of the students and Consultation of external personalities; the Influence of vocational guidance on career aspirations of girls in secondary schools in North District, Nyamira County, Kenya include; It helps to instigate adequate confidence in the students, It helps to prepare students adequately against the future, It helps the students establish focus and also helps build sense of self-esteem and self-reliance among the students; there are vocational guidance programmes available in secondary schools in North District, Nyamira County, Kenya, for assisting girls in career choice; The following are career aspirations of secondary school girls in North District, Nyamira County, Kenya; Nurse, Doctor,fashioner, Lawyer, Computer Expertise and International Diplomat; and there is a significant relationship between vocational guidance for girls in secondary schools and their career aspirations. Based on the findings, it is of the researcher’s opinion that the government and school authorities should ensure adequate training of the teachers so as to help improve the vocational guidance skills. And more so, school authorities should consider it ideal to consult more advanced dignitaries or entities who will render excellent service in the vocational or career guidance of the female students.

**CHAPTER ONE**

**INTRODUCTION**

**1.1 Background to the Study**

For effective women empowerment in today’s world, education is considered as the most essential element to acquire. It enhances her ability to access knowledge, acquire skills and accept changes. It also increases her employment opportunities. Empirical evidence exists to show that educated women provide better for the health, nutritional and care needs of their children, have fewer children and have delayed marriages. However, women and girls have many roles they are expected to perform, and which often militate against their access, participation, retention and achievement in education (Mullu, 2004).

Quality education for the girl-child in Africa is considered very poor particularly in Kenya. Statistics by the Department for International Development (DFID, 2007) reveal that although girls‘ primary school figures are improving in most countries in Africa and Asia, in absolute terms, 44 million girls worldwide remain out of school. Kenya is cited by DFID (2007) as among the countries with the highest numbers of out-of-school girls (that is, children of school-going age not enrolled in primary or secondary school). A number of factors have been attributed to lack of access to education for the girl-child, including early marriages, community attitude towards girl-child education, and female genital mutilation (FGM) (Kagunye, 2004). Girls are also affected by violence, gender discrimination in the classroom and poor enforcement of policies and laws regarding issues such as corporal punishment, child labour, school charges/fees and re-entry into school especially when girls have become pregnant.

Factors like home conditions are viewed as unfavourable to girl-child education in African society. Girls assist their mothers in carrying out all the household chores which include, for example, caring for the young ones, fetching water and fire wood, cooking, cultivating and washing. If the mother is sick or is away from home, it is the girls who miss school to attend to these chores. In the evening, the girl has less time to study because she has to assist the mother. This adversely affects her participation and achievement in school. Absenteeism may result in poor performance in school which will lead to repetition and finally dropping out of school, sometimes before the girl achieves basic literacy. For the majority of those who reach the end of their education cycle they often perform poorly in their promotion examinations hence they are forced to drop out of school (Njenga, 1999).

Career aspirations of girls of girls can be affected by vocational guidance in schools. Efficient educational and vocational guidance services are more and more necessary to guide young students and professionals to the choice of suitable learning paths. In the contemporary society, many young people have to face the problem of the career choice: this can often lead to offhand and wrong decisions, with negative consequences for the single individual as well as for society, either from an economic and a social point of view. The career choice of an individual is obviously related to the development of professional skills belonging to a specific didactic area and for this reason students must select at first a learning subject (Ricci and Boccardi, 2010).

The process of developing personal and vocational identity often requires monitoring by a specialized professional, able to discriminate the various components of the process of choosing a profession, above all, within a socio-cultural reality such as the current one, where transformations in the world of work are continuous and rapid. For Müller (2001), to carry out an effective Vocational Guidance process within this reality demands specialized training, an appropriate theoretical framework, and additional technical instruments, beyond continuous reflection on the emerging signals in each session. Without this, time may go by without appropriately reaching the intended goals, or rather, without adequate stimulus to assume a professional/occupational option within the individual‘s socio-cultural context. This is especially so for girls, whom have for long been disadvantaged especially in science and technology careers (Njenga, 1999 and Mullu, 2004).

Globally women tend to be under-represented in science and technology (Royal Society of Chemistry, 2000). This could be partly due to the choice of subjects they make at primary and secondary school levels of their education. In Kenya women constitute about 55% of the population (CBS, MOH, and ORC, 2004) and although an equal opportunity education policy exists in the country, the under-representation of women and girls in mathematics, science and technology oriented careers at tertiary levels of education is far too low (Mullu, 2004). A number of studies have been carried out on career aspirations of boys and girls.

In a study in primary schools in Guinea, Anderson-Levitt et al (1994) found that although primary school pupils showed fewer gender stereotypes in the first grade, by the fifth grade both boys and girls gave in to the gender stereotypes that generally favoured boys and that girls accepted self images of inferiority. Serpell (1993), while analyzing what school meant to parents, teachers and students in a rural area of Zambia found that at initial enrolment many students, teachers and parents agreed that any child could succeed in school. However, by the fourth or fifth grade at age 12 to 15, most girls drop out of school. The girls interviewed in the study felt that girls do not have the intellectual ability to cope with the curriculum. One girl felt that the most important challenge at that stage of her life was to get married and start a family and further schooling would be fruitless in attaining those goals.

Kibera (1993) carried a survey on career aspirations and expectations of secondary school students in Kajiado, Kiambu and Machakos Districts, Kenya. She found that male students have higher educational and occupational aspirations than females. Job attitudes of girls differed from those of boys. Girls largely preferred service jobs involving working with people than working with things, while boys preferred scientific fields. Her reason for lower educational aspirations and expectations of girls was that they are expected to be homemakers rather than full time workers. This could be influencing the low choice of physics by girls in form three.

According to the Social Cognitive Career Theory (SCCT) by Lent, Brown, and Hackett (1994), one‘s background (or contextual factors) and individual characteristics influence one‘s learning experiences and, consequently, self-efficacy. Self-efficacy then influences one‘s interests and outcome expectations, which eventually influence one‘s career aspirations. Factors such as parental level education, home environment factors, girls‘ motivation to learn, discipline and academic performance could have an impact on their career aspirations. The study aims at determining the factors influencing career aspirations among girls in public secondary schools in Nyanmira North District, Nyamira County, Kenya.

**1.2 Statement of the Problem**

The way that girls see their future beyond form four is a central influence on what subjects they choose to take at this pivotal decision point in their schooling. Previous studies indicate that girls are poorly represented in most careers that are considered prestigious and especially science-based careers. Similarly, although girls are well represented at the primary school level, the number of girls completing secondary education is far less than that of boys, and declines even further at the tertiary level of education. This shows that girls could be having low levels of career aspirations than boys. This study therefore found out the factors that affect career aspirations of girls in secondary schools in Thika West District. Previous studies on girl child education have concentrated on factors that influence access to education for the girl child (Gicharu, 1993; Odaga & Heneveld, 1995; Kirimi, 2007). These studies have identified factors like female genital mutilation, gender roles, early marriages, and school sanitation to be associated with access and retention of girls in schools. These studies have not addressed the issue of career aspirations of the girl-child. This is despite the fact that previous studies have shown that boys have higher career aspirations than girls (Kibera, 1993). Due to lack of research in this area, factors influencing career aspirations of girls in Kenya remain unknown. Therefore, the study aims at determining the factors influencing career aspirations among girls in public secondary schools in Nyanmira North District, Nyamira County, Kenya.

**1.3 Research Objectives**

The general objective or main objective of this study is to determine the factors that influence career aspirations among girls in public secondary schools in Nyanmira North District, Nyamira County, Kenya. The specific objectives are:

i) To examine ways of improving vocational guidance for girls in secondary schools in North District, Nyamira County, Kenya

ii) To investigate the influence of vocational guidance on career aspirations of girls in secondary schools in North District, Nyamira County, Kenya

iii) To inquire the vocational guidance programmes available in secondary schools in North District, Nyamira County, Kenya, for assisting girls in career choice.

iv) To establish the career aspirations of secondary school girls in North District, Nyamira County, Kenya

**1.4 Research Questions**

The following are some of the questions which this study intends to answer:

i) What are the ways to improve vocational guidance for girls in secondary schools in North District, Nyamira County, Kenya?

ii) What is the influence of vocational guidance on career aspirations of girls in secondary schools in North District, Nyamira County, Kenya?

iii) What are the vocational guidance programmes available in secondary schools in North District, Nyamira County, Kenya, for assisting girls in career choice?

iv) What are the career aspirations of secondary school girls in North District, Nyamira County, Kenya?

**1.5 Research Hypothesis**

The following hypothesis were postulated to guide the conduct of this study;

i) There is a significant relationship between vocational guidance for girls in secondary schools and their career aspirations

**1.6 Significance of the Study**

The study may be of significance to school principals, career masters and teacher-counsellors, as it may reveal the factors that influence career aspirations of girls. Such information could be of use while planning career guidance programmes. The study may reveal where the principals and teachers in secondary schools fail to capture the interest of girls in various subjects, especially the sciences. The study may be of significance to stakeholders at the Ministry of Education so that they can come up with policies to help the education institutions to curb the problem. To the parents, the study may reveal the home related factors that influence girls‘ career aspirations, such as parental level of education and parental encouragement and involvement. The findings may form a basis upon which recommendations may be made to parents on ways through which they can enhance career aspirations of girls.

**1.7 Scope of the Study**

This study found out the factors that affect career aspirations of girls in secondary schools. The factors considered included school related factors like guidance and counselling effectiveness, availability of resources, and support from teachers; home background factors like parental level of education, parental support and involvement, and home setting (rural versus urban); and student-related factors such as girls‘ motivation to study.

**1.8 Limitations of the Study**

The study was carried out in secondary schools in Nyanmira North District, Nyamira County Kenya. Due to financial constraints and shortage of time, only a few schools in the division were covered, and therefore findings of the study cannot be generalized to the entire country. The study was also limited by the fact that some girls had chosen subjects for KCSE which were not in line with their career aspirations due to external factors, for example where the school does not offer subjects related to a given career.

**1.9 Definition of Terms**

**Career Aspiration:** Refers to the educational or job related ambition, goal, or target that one has set for him/herself in life.

**Career:** Refers an individual‘s course or progress through life (or a distinct portion of life). It usually is considered to pertain to remunerative work (and sometimes also formal education). Cluster: A combination of four selected subjects required for one to pursue a given degree programme.

Counselling is the process by which one individual, the counsellor, assists another individual, the client, to face, understand, and accept information about himself and his interaction with others, so that he can make effective decisions about various life choices.

**Gender:** Refers to the social roles assigned to men and women. For example, who looks after the family in our cultures, who builds the house, who takes care of the family, and so on.

**Vocational Guidance:** refers to the assistance offered to students by designated teachers or professionals in career choice and planning.

**CHAPTER TWO**

**LITERATURE REVIEW**

**INTRODUCTION**

Our focus in this chapter is to critically examine relevant literatures that would assist in explaining the research problem and furthermore recognize the efforts of scholars who had previously contributed immensely to similar research. The chapter intends to deepen the understanding of the study and close the perceived gaps.

Precisely, the chapter will be considered in two sub-headings:

* Conceptual Framework
* Chapter Summary

**2.1 CONCEPTUAL FRAMEWORK**

**Benefits of Female Education**

A wealth of research over the last few decades has established that the benefits of female education are substantial. Psacharopoulos (1985) reviewed research from 61 countries and concluded that the rate of return to the educational investment on women exceeds that of men, particularly in developing countries. According to the study, the average return for all levels of education combined was 15 percent for women as compared to 11 percent for men. Herz, Subbarao, Habbib and Raney (1991) also indicate that selection-corrected returns to schooling for women often exceed those for men, especially at secondary schools. In Thailand, for instance, the corrected return for secondary education is about 25% for women and 8% for men. In Peru, Herz et al (1991) indicate that the return to female education increase nation-wide when corrected for the selection bias, and corrected returns are higher for women than men at both secondary and higher education. Herz et al (1991) further note that the social returns to female education are high and exceed the returns to male education: female education improves children‘s health, reduces the number of unwanted births and causes women to want smaller families. The potential for more productive labour, better health and slower population growth all argue for more investment in female education.

Without education, it is difficult for women to exercise their other rights and meet their aspirations: adequate livelihoods, negotiating power in marriage, participation in political decision-making, and a fair chance in the modern economy for their children. According to the Population Council (2009), in addition to helping girls and women fulfil their aspirations as individuals, educating girls also has well documented benefits for the broader society. These include increased economic productivity, improvements in health, delayed age at marriage, lower fertility, increased political participation, and generally more effective investments in the next generation. While there are many other possible interventions to achieve these social goods, girls‘ education is the only one which impacts all of them simultaneously.

They indicate that in South Asia and sub-Saharan Africa, children whose mothers have received secondary schooling are twice as likely to be immunized against major disease as those whose mothers had not been to school. Bloom and Weston (2003) further indicate that educated mothers provide better nutrition to their children, and their knowledge of health risks protects their families against illness and promotes health-seeking behaviour more generally. As a consequence, child mortality rates are much higher in families where the mother lacks education than in families where both parents have attended school. In sub-Saharan Africa, for example, children whose mothers have more than seven years of schooling have less than half the under-5 mortality rate of the children of uneducated mothers.

Investment in schooling for girls is particularly justified in that it brings so many benefits for the broader society. Most governments already have policies affirming primary education, and some apparatus for delivering education exists in virtually all countries. Even in settings with low enrolment for both boys and girls, the argument for governments to focus resources on girls is compelling given the positive effect of girls' education on development. With relatively modest modifications in the content and quality of schooling, teachers and materials, a far higher percentage of girls could enroll in and complete primary school, or remain there long enough to acquire basic literacy and numeracy skills (Population Council, 2009).

Educated mothers invest more in their children‘s schooling, thus improving both families‘ and societies‘ development prospects. They are also likely to have fewer children. For example, Bloom and Weston (2003) note that in Brazil, women with a secondary education have an average of 2.5 children, whereas illiterate women have an average of 6.5 children. Having fewer children allows families to invest more in the health and education of each child, thereby raising the productivity of future generations. These benefits of educating girls call for measures to improve their educational aspirations. The next section looks at the factors that affect girls‘ career aspirations.

**Career Guidance and Counseling and Girls Career Aspirations**

Guidance and counseling has been conceptualized as a programme of activities which provide the gateway out of the existing numerous problems in present age of complex scientific and technological development (Okobiah and Okorodudu, 2004). The UNESCO (2000) module on guidance and counseling also posited that Guidance is a programme of services to individuals based on their needs and the influence of environmental factors. Guidance and counseling is a professional field which has a broad range of activities, programmes and services geared toward assisting individuals to understand themselves, their problems, their school environment and their world and also to develop adequate capacity for making wise choices and decisions. There is agreement among experts that there are three major components of guidance and counseling. These are educational guidance, vocational guidance and personal social guidance (UNESCO module, 2000). Under these three major areas, there are several guidance and counseling services such as appraisal, information, placement, orientation, evaluation, referral, and follow-up. Each of these major components of guidance and counseling alone with their services address students needs, challenges, and problems (Denga, 2001).

The goal of guidance and counseling services is to enable each learner in institutions of learning to derive optimal educational benefits so as to actualize his/her potentialities. Thus, the highlights of the National Policy on Education (1998) states that in view of the apparent ignorance of many young people about career prospects and in view of personality adjustments among school children, career officers and counselors will be appointed in post-primary institutions and tertiary levels. Anwana (2004) argues that if the society is not to be plaque by a band/group of disgruntled, frustrated and unrealistic individuals, it is desirable that adequate guidance and counseling and career information be provided, to enable the school and society arrive at a realistic vocational choice for their children/wards with due realization of their potentialities.

Previous studies Edet (2008) have shown that principals and teachers constitute the greatest obstacle to the success of guidance and counseling services in schools. The report showed a negative attitude of school authorities to guidance services and to counselors in particular. Adimula (2008) also attributed the negative attitude to the ignorance of principals and teachers about the relevance of guidance services in schools. Achebe (2006) explained that the counselor is being seen as a new comer to the school system who is still being regarded with some sense of suspicion and caution and distancing. According to her, some of the principals and teachers regarded the services of the counselors as an unnecessary frill. Edet (2008) on her research with 99 subjects, on parents’ and teachers’ perception of vocational guidance in secondary schools in Nigeria discovered that teachers perception/attitude towards vocational guidance services was significantly negative. Another research by Ubana (2008) showed both positive and negative attitudes of students towards guidance and counseling services including influence of sex and school geographical location.

Career guidance and counseling in the western world, most notably in the United States (USA), has developed a comprehensive system of theories and intervention strategies in its more than 100 years of history. It began in the years of Frank Parson as a trait-factor approach in the early twentieth century (Zunker, 2002), and slowly evolved to become a rather mature discipline today in the twenty-first century with a strong theoretical and empirical base, with the potential to further develop into a more “global” discipline in the years ahead. Indeed, vocational and career related issues are salient across different cultures and nationalities (Leung, 2004). In an age of economic globalization, all individuals are affected by an array of work related concerns, some of these concerns are unique to certain cultures, but others are common to many cultural groups. The search for life purposes and meanings, the journey to actualize oneself through various life and work related roles, and the efforts by nations to deal with problems of employment and unemployment, are examples of universal issues that seem to affect many individuals from diverse cultures. Under the theme of career development, there are experiences, concerns, and issues that we could share, explore, and discussed at a global stage (Lips-Wiersma and McMorland, 2006).

Curriculum Design and Gender Aspirations of Girls

Many educationists share the conviction that the school curriculum can provide a fix to societal problems (Chinyani, 2007). This is based on the fact that once something becomes school knowledge; its implementation is legitimized and is deemed worthwhile knowledge. The school system, moreover, cannot be a solution unless it offers the right curriculum (Chinyani, 2007). An important aspect of education, which channels children into gender roles, is the curriculum that they are permitted to study.

Curriculum deals with the actual content of education. It involves methodologies and processes by which learning takes place. Curriculum deals not only with facts and figures but also with the culture and values of a society. Teaching and learning takes place within a context of the conceptualization of a society, its values, its direction and its role in the world as a whole. It also involves the hidden curriculum which incorporates often the unspoken but nevertheless important messages which are transmitted within the whole education establishment. The curriculum can therefore re-enforce the status quo or it can question the status quo (Chinyani, 2007).

The United Nations Gender Curriculum module (2007) advocates for a gender sensitive curriculum; defined as one which addresses all the teaching and learning arrangements (including the learning environment) that affect student outcomes. It examines understanding of masculinity and femininity and takes into account social constructions of gender. A gender inclusive curriculum is achieved by consciously selecting, reflecting upon, and addressing choices about classroom planning, implementation and evaluation (UN Curriculum Module, 2007).

In Africa, Nhundu (2007) views colonial history as having left an indelible political, economic and educational legacy. The school curricula inherited from post-independence States were modeled on Western systems, girls being educated for domesticity whilst boys were prepared for employment and the role of family head and breadwinner. Boys and girls were taught different practical and vocational subjects, boys having to study technical subjects such as metalwork, woodwork, agriculture, technical graphics and building, and being encouraged to pursue science subjects, whilst girls were offered domestic science subjects and typing and shorthand, and being encouraged to pursue the arts subjects. Gordon (2004) has argued that equality of educational opportunity should involve not only equal access to schooling but also equal treatment of boys and girls within the school and classrooms (Gordon 2004). Also in Chengu’s (2010) view, equality of access without social justice for girls and women fails to address the gender imbalance.

According to Bourdieu (2008), a lack of familiarity with the dominant culture (cultural capital) and the absence of the proper disposition that typically comes from such familiarity (habitus) serves as a barrier for academic achievement and career aspirations and choices, especially for girls or youth from the low socioeconomic status (SES) backgrounds. For him, various actors in schools value certain cultural characteristics, which are conveyed through speech, attitudes, behaviour, knowledge, and other interactions in the school environment. A relevant cultural capital thus helps youth to develop the proper habitus to navigate the education system and establish clear-cut career aspirations. Conversely, youths from low-SES backgrounds are often not exposed to what is necessary to build relevant cultural capital and are therefore placed at a disadvantage as regards school and career aspirations. Schools reproduce inequalities based on SES because teachers, principals and the occupational world reward displays of dominant culture, which often translate into high educational achievement and ambitions (Sianou-Kyrgiou and Tsiplakides 2009).

Savickas (2003) argues that career guidance services are needed to react to economic, employment patterns and globalization changes in the society. In South Africa, as part of curriculum transformation, the goals of the education system were reviewed to redress the inequalities of past apartheid policies and to equip learners with adequate information about various career fields to enable them to make informed career decisions. The career and vocational guidance of the old education system were incorporated into the new school curriculum as part of the life orientation area (Savickas, 2003).

Family Support and Career Aspirations among Girls

Research studies show that families, parents and guardians in particular, play a significant role in the occupational aspirations and career goal development of their children. Without parental approval or support, students and young adults are often reluctant to pursue or even explore diverse career possibilities. Mau and Bikos (2000) found that college students and young adults cite parents as an important influence on their choice of career. In a similar vein, some studies have found that the family plays a critical role in a child’s career development (Otto, 2000). According to Crockett and Binghham (2006), some of the variables that influence students’ occupational goals include the family, level of parental education, school, peers, personality, and socioeconomic status.

There are varying opinions and findings, however, as to which specific family characteristics influence career aspirations. For instance, conflicting data exist regarding the influence of socioeconomic variables. Other studies (Mau and Bikos, 2000) suggest that both parent education and income influence career aspirations, whilst other studies (Wilson and Wilson, 2002) show that only parent education is an influence. Other family variables that have been shown to influence career aspirations include the parents’ occupation and family size (Downey, 2005). Family size also appears to influence adolescent career aspirations because parents with large families tend to have less money to aid the older children in attending college, while younger children may receive more financial assistance since the financial strain is less once the older children leave home (Schulenberg, Vondracek and Croutter, 2004). On the contrary, other studies by Boatwright, Ching and Parr (2006) found that each of these family variables to be insignificant in influencing aspirations. Salami (2006) suggests that children are influenced in their career choice by socio-demographic factors and these factors include family, school and peers. In his study, Salami (2006) found that family involvement as the most significant predictor of career choice in gender-dominated occupations. Similarly, Kniveton (2004) found that the family provides information and guidance directly or indirectly and influences young people’s career choice. For instance, parents offer appropriate support for certain occupational choices which tend to follow their own (Small and McClean, 2002). Mickelson and Velasco (2008) found that mothers were the most influential and that daughters’ occupational aspirations were often similar to their mothers’ chosen professions.

**Role Models and Career Aspirations among Girls**

Role models have been defined as people whose lives and activities influence another person in some way (Basoc and Howe, 2009). Individuals tend to seek role models who are similar to them in some easily identifiable way, such as gender or race (Karunanayake and Nauta, 2004). Role models may be especially important to women because a lack of female role models in nontraditional careers (such as engineering, science) has been identified as a barrier for women who choose to enter these professions. Indeed, researchers have shown that female students perceive role models to be especially important for women who want to pursue nontraditional careers (Smith and Erb, 2006).

Despite studies showing that role models are influential in women's career decisions, it is unknown whether role models have a direct influence on women's career choices or if they are related to career choice indirectly through their influence on self-efficacy. Previous research on women's career development has identified self-efficacy as a critical factor in women's decision to choose non-traditional fields, including investigative and realistic career types (Betz and Hackett, 2003). However, few studies have examined the role of self-efficacy or role models as predictors of career choice in other academic/career domains (Gore and Leuwerke, 2000).

Dryler (2008) asserts that career choices are influenced by role models who are often familial or educational rather than famous societal figures. Direct forms of parental influence, such as the degree to which students see their parents choosing careers or having contact with technology, are motivators to train for technical jobs. Family members can also motivate career choices indirectly by encouraging girls to pursue careers perceived to be "masculine." Women entering male-dominated fields come from families where mothers have four year degrees, mothers are working, both parents are highly educated, and success is considered critical (Smith, 2000).

Women choosing nontraditional careers recall fathers having a strong influence on career choices in nontraditional environments such as math, science, and technology (Gates, 2002). Older brothers can influence girls toward "masculine" careers (Banks et al., 2002). Girls with only sisters chose careers that are more "feminine." Similar sibling influence is found for boys with male siblings. Teenage peers have greater impact on social behaviors rather than career choices. During adolescence peer influence, particularly of boys on girls, impacts female self-concept, self-efficacy, classroom experiences, and external goal orientation. Such changes cause a clear demarcation between boys' and girls' career choices despite that girls score well on national level testing (Leslie, McClure and Oaxaca, 2008). Among women, male peers play an important part in career choice (Smith, 2000).

Identification with role models is critical in the career decision-making process (Gibson, 2004). Research has shown a relationship between role model influence and a variety of career-related outcomes, including career maturity, career aspirations, career indecision, career salience, attitudes toward nontraditional careers, and career choice. Unfortunately, career counselors know less about the specific ways in which role models influence educational and career decisions (DeSantis and Quimby, 2004).

**Factors Affecting Girls’ Career Aspirations**

Conditions that influence the improvement of girls‘ education have been discussed in a number of ways. With particular reference to Sub-Saharan Africa, Odaga and Heneveld (1995) discuss factors affecting female education under three categories: socio-economic and socio-cultural, factors related to the school environment, and political and institutional factors. Hyde (1989) summarizes conditions for improving women‘s education in Sub-Saharan Africa from four perspectives: family level, societal level, school level factors and factors influencing achievement. Njau and Wamahiu (1998) indicate that some of the critical factors in female dropout include

pregnancy, psychological cost of pregnancy, direct cost of schooling, societal perceptions, the labour market, opportunity costs, family poverty, irrelevant curriculum, insecurity, structural attributes and classroom culture. In the subsections below, the following factors that could affect girls‘ career aspirations are presented: socio-economic factors, cultural factors, school and societal factors.

**Socio-economic Factors Affecting Girls’ Career Aspirations**

According to Khallad (2000) socio-economic status of the family is among the factors that influence career aspirations. Mau and Bikos (2000) cited previous findings showing a positive association between a family‘s socio-economic status and aspirations. Youth from higher socio-economic statuses were more likely to be knowledgeable of and choose professional occupations (Sellers et al., 1999). In contrast, Brown and Barbosa (2001) found career aspirations of young females who came from low-income families were confined to experiences of their relatives and friends. Influential siblings are thought to play a key role in the career development of adolescents from lower socioeconomic backgrounds (Ali, McWhirter, & Chronister, 2005).

Herr and Cramer (1996) indicated that socio-economic status affects information about work, work experience, and occupational stereotypes, which influences vocational interests. Studies show a positive association between high school students‘ aspirations and their family‘s socio-economic status, which is frequently related to parental education levels (Mau & Bikos, 2000; Signer & Saldana, 2001). Trusty (2002) indicated that a low socioeconomic status resulted in reduced and unrealized expectations. Additionally, socioeconomic status had a direct effect on unequal aspirations and expectations. Compared with middle and upper class individuals, lower class individuals faced more obstacles that limited their career aspiration levels (Farmer, 1985). Regardless of socio-economic status, Stitt-Gohdes (1997) stressed that the career aspirations of all individuals are important in the career development process.

Girls dropping out of school have also been found to have links with socio-economic factors by several studies in Africa South of the Sahara. According to Odaga and Heneveld (1995) and Njau and Wamahiu (1998) the most important of these factors include direct and opportunity costs of schooling, limited employment opportunities, socio-economic status, parental/family investment behaviour, the economic value of girls, rural/ urban residence, and the level of parental education. Direct schooling costs have been found to be the major reason parents offer for not educating girls or for removing them from the school. Apart from tuition, such costs include fees for registration and admission, examinations, boarding, school building fund, parent and school association fees, book rental, the cost of uniforms, the provision of furniture, extra tutorials and transportation.

Graham-Browne (1991) and Nejema (1993) argue that poverty and the fiscal crises which force families to cover shortfalls have a devastating impact on households and the education system as far as girls‘ education is concerned. Kinyanjui (1993) links the severity of direct costs with the shift of educational costs to parents in the name of cost sharing. In Cameroon, Cammish and Brock (1994) found out that many secondary schools are private and charge fees. In general, several studies suggest that the direct costs or financial constraints hold back more girls than boys from schooling.

The opportunity costs of girls‘ schooling are associated with resources/services lost due to sending the child to school. Child labour is indispensable to the survival of many rural households in Sub-Sahara Africa: agricultural work, domestic work (cooking, collecting fuel, fetching water) as well as child care services are required from children, with girls demanded more than boys (Odaga and Heneveld, 1995). The prospects of low economic returns for girls reinforce dropout rates in Africa. Historically, formal education has been linked to employment, particularly in the civil service sector in this region. When families learn that women earn less than men or are excluded from the labour market due to economic policies, boys are sent to school and girls are kept at home. Sometimes legal or regulatory barriers to women‘s participation in the labour force or policies that restrict women‘s access to information and resources also help to perpetuate the tradition that girls stay home from school to do more domestic chores (Herz et al, 1991). Njau and Wamahiu (1998) note that the lack of economic alternatives in the labour market even when girls complete schooling, is not only a factor influencing female students to drop out, but also one of the reasons for pregnancy. Many girls, they say, perceive marriage as an escape from family poverty, and mistakenly believe that pregnancy will help them to ―hook‖ husbands.

**Cultural Factors Affecting Girls’ Career Aspirations**

Cultural factors have an impact on career aspirations not only for girls but for boys alike. Socio-cultural beliefs, customs, practices, girls‘ expectations and other traditions play a significant role in decisions by parents to withdraw girls from school and girls‘ own career aspirations. According to Sen (1985), schooling does not necessarily offer the same direct economic pay-off for women as it does for men, partly because of cultural and family expectations that domestic and reproductive work will be undertaken by women. Cultural patterns that take girls out of the house at marriage while tying sons to extended households may weaken parental investment in daughters.

Early marriages represent one cultural factor that hinders girls from advancing in education. Agyepong (2001) indicates that in countries such as Ghana, Nigeria and Sierra Leone, some girls (some as young as ten years old) are betrothed in marriage and taken out of school to ensure their ―protection‖ and to prepare them for the event. This practice is usually common in Muslim communities. Others leave their families to live with the family of the betrothed until they are of a marriageable age. There are only few instances when such girls get the opportunity to further their education. Stromquist (1989) cites a study from Kenya that found that girls were made to repeat grades in school so that they were educated enough to find a husband. In such instances, the education of girls is seen as worthy of consideration only up to a marriageable level. There have also been references to dropouts in Nigeria, Kenya, Cameroon, Sierra-Leone and Ghana that indicate that female students withdrew from school when they discovered that education was conflicting with marriage (Agyepong, 2001).

Circumcision, or Female Genital Mutilation (FGM), is another cultural factor that negatively impacts on girls‘ career aspirations. Circumcised girls not only perceive themselves as adults, but also become negative influences on their uncircumcised peers. They may become rude to teachers. They often reject schools as institutions for ―children‖. Frequent absenteeism and reduced performance leads them to drop out from schools and eventually to marry (Gicharu, 1993). Together with the payment of bride price and early marriage, FGM functions to enhance the social status of teenagers and acts as a mechanism for curbing female sexuality and premarital pregnancy. Due to emphasis placed on female virginity before marriage, these practices were perceived to increase economic returns to the family through bride wealth (Njau and Wamahiu, 1998).

Teenage pregnancies and the incidence of female dropout are closely related through out Africa (Njau and Wamahiu, 1998). Usually unwanted, these pregnancies end the schooling of girls both through self-withdrawal and national pregnancy policies that ensures the expulsion of girls from the education system with little or no chance of re-entry. Njau and Wamahiu (1998) argue that it is the societal responses to pregnancy rather than pregnancy per se that push girls out of school and hamper their opportunities for educational and career development. They note that in most African countries, school policies and practices are based on the mistaken assumption that the problem of premarital pregnancy is caused by the pregnant schoolgirls themselves, and to a lesser extent, by their parents. The tendency has been to portray the pregnant girls as easily susceptible to becoming pregnant while still in school and eventually dropping out.

Odaga and Heneveld (1995) indicate that fear of pregnancy is another factor for parents to remove their children from schools. They refer to a study in Cameroon where Christian parents were found to marry off their daughters at puberty even if they have not finished primary school for fear of pregnancy. The health implications of teenage pregnancy are another reason for early dropouts. A study by Youri (1993) showed that secondary schoolgirls who had been pregnant were twice likely to report poor health than those with no pregnancy history. School-Related Factors Affecting Girls’ Career Aspirations

There are a number of school factors that could affect career aspirations of girls. According to Karki (2004), failing grades or grade repetition are school factors associated with dropout in the literature on dropout in the United States. When students persistently fail examinations and are forced to repeat a grade, they may finally drop out of school. While the student often does contribute to the failure, school policies determine whether grade retention policies are used. A study carried out in the U.S. (NCES, 1988/89) found that almost one fifth of the school dropouts had been held back a grade, and almost half had failed a course.

Failing grades and poor performance are consistently associated with dropout; Goldschmidt and Wang (1999) estimated that among school factors, being held back is the single strongest predictor, accounting for approximately two thirds of the differences in mean school dropout rates for U.S. high school students. Research has also suggested that retention increases the odds of dropping out by 40% to 50%, and being held back a second time doubles the risk (Darling-Hammond, 1994). Thus, the policy of retaining students based on their test performances is thought to have produced lower achievement for these students, lower self-esteem, and higher dropout rates (Darling-Hammond, 1994).

Class size and teacher quality can influence career aspirations through their effect on student achievement. Using data from more than 2.4 million students in the United States, Ferguson (1991) found significant relationships between teacher quality, class size, and student achievement. For grades 1 through 7, using student/teacher ratio as a measure of class size, Ferguson found that student achievement fell as the student/teacher ratio increased for every student above an 18 to 1 ratio. She found even more profound impact when teacher quality (that is, teacher literacy skills and professional experience) were taken into account.

Heyneman and Loxley (1986) concluded that the quality of schools and teachers does affect student outcomes in developing countries. Fuller (1986) argued that, within industrialized countries, the effect of school quality is eclipsed by the child‘s family background but that, in developing countries, school quality can be a major determinant of educational achievement because the majority of families are below the poverty line and are mostly illiterate. Hence, their familial support for children‘s learning at home is minimal, which forces students to rely on school factors – classrooms, teachers, and textbooks - for learning achievements.

Some studies have found that poor school condition increases the probability of dropping out. Nielsen (1998), in Zambia, using school roofing as a predictor of school quality, found some impact of school quality on student attendance. That study found that poor school condition in some cases increases the probability of a student‘s dropping out and working by as much as 15%.

**Individual Factors**

There are a number of individual factors that could influence career aspirations, one of which is gender. Gender is often linked to certain stereotyped career roles (Crowley-Long, 2003; Lengermann & Wallace, 2005). Since the gender equity legislation and public awareness of the problem, much has been done to attempt to eradicate these inequalities (Crowley-Long, 2003). Another personal factor is ethnicity, whereby some research indicates that ethnicity is a major variable in the selection of a career and in the self-concept that produces success in school and in the work world (Roe, 2006). Ethnicity was linked with social position and class in the past, but gradually over the years, with civil rights and support from affirmation action programs, changes may have been made (Norman, 1995).

A person‘s personality is another individual factor that can influence career aspirations. One of the primary approaches is Maslow‘s (1954) theory that human needs could be described as a hierarchy of low-order to high-order. According to Maslow, people must fulfill lower-order needs before they can strive to fulfill higher-order needs. Roe (2006) used Maslow‘s conceptualizations to suggest that vocational behavior is the individual‘s attempt to fulfill certain needs. That particular level of need, for which gratification is sought, in part determines the nature of the behaviors used. Roe (2006) emphasizes the importance of using the child-rearing practices to which the individual has been exposed, to help explain the individual‘s vocational behaviors. She describes three general types of practices as given below.

The first practice is emotional concentration on the child which might include overprotection and over-demand on the child. Children raised under these conditions tend to have their lower-order needs met such as safety, but not their higher-order needs such as belonging and self-esteem. Therefore, the prediction would be that they would seek this fulfillment through their occupation (Roe, 2006).

The second type of Roe‘s (2006) practices is avoidance of the child where neither the physiological nor emotional needs were fulfilled. Therefore, individuals seek ‗things‘ and limit contact with other people in their occupation. The third practice is acceptance of the child in a democratic family unit where most needs are met. The prediction would be that the individual would seek fulfillment of the highest needs in an occupation (Roe, 2006).

**Challenges Experienced in Career Guidance**

To improve career guidance for girls, policy makers must address challenges in compulsory schooling, in upper secondary schooling, in tertiary education, and for young people at risk (Sultana, 2004). There are challenges in meeting gaps in access, and in improving the nature, level and quality of services. In schools, the principal challenges are: to provide sufficient human and capital resources of the right type, both within the school and within its surrounding community; to ensure that these resources are dedicated to career guidance; and to make the best use of the resources that are available (Swanson & Parcover, 2008).

One of the major challenges associated with career counseling is encouraging participants to engage with it (Galassi, Crace, Martin, James & Wallace, 1992). For example in the UK 70% of people under 14 say they have had no careers advice while 45% of people over 14 have had no or very poor/limited advice (Jackson, 2003). Another issue is the spread of careers advice opportunities. For example, 40% of doctors in training found it difficult to get appropriate careers advice (Jackson, 2003). In a related issue some client groups tend to reject the interventions made by professional career counselors preferring to rely on the advice of peers or superiors within their own profession. Jackson et al. found that 44% of doctors in training felt that senior members of their own profession were best placed to give careers advice (Kim. Li & Lian, 2002). Furthermore it is recognised that the giving of career advice is something that is widely spread through a range of formal and informal roles. In addition to career counselors it is also common for teachers, managers, trainers and HR specialists to give formal support in career choices. Similarly it is also common for people to seek informal support from friends and family around their career choices and to bypass career professionals altogether. Today increasingly people rely on career web portals to seek advice on resume writing and handling interviews; as also to research on various professions and companies. It has even become possible to take vocational assessments online (Sultana, 2004).

**2.2 THEORETICAL FRAMEWORK**

**Theory of Work Adjustment (René Dawis, George England and Lloyd Lofquist 1962)**

The Theory of Work Adjustment (TWA) is a class of theory in career development that is anchored on the individual difference tradition of vocational behaviour called person-environment correspondence theory, viewing career choice and development as continual processes of adjustment and accommodation in which: (a) the person (P) looks for work organizations and environments (E) that would match his/her requirements in terms of needs, and (b) E in turn looks for individuals who have the capabilities to meeting the requirements of the organization. The term satisfaction is used to indicate the degree that P is satisfied with E, and satisfactoriness is used to denote the degree that E is satisfied with P. To P, the most central requirements to meet from E are his/her needs (or reinforcers), which could be further dissected into categories of psychological and physical needs that are termed values. To E, however, the most central requirements are abilities, which are operationalised as dimensions of skills that P possesses that are considered necessary in a given E. Overall, the degree of P’s satisfaction and E’s satisfactoriness would jointly predict P’s tenure in that work environment (Dawis, 2005).

Recent formulations of TWA speculated on the effects of diverse adjustment styles that could be used to explain how P and E continuously achieve and maintain their correspondence (Dawis, 2005). Four adjustment style variables are identified, which are flexibility, activeness, reativeness, and perseverance. Flexibility refers to P’s level of tolerance to P-E dis-correspondence and whether he/she has a tendency to become easily dissatisfied with E. Activeness refers to whether P has a tendency to actively change or act on E to reduce dis-correspondence and dis-satisfaction. Reactiveness, conversely, refers to whether P would resort to self-adjustment in order to deal with dis-correspondence without actively changing or acting on E. Perseverance refers to P’s degree of resolve and persistence to adjust and accommodate before choosing to exit E. Similar adjustment styles also influence E’s approach to deal with dis-correspondence and dis-satisfactoriness (Griffin and Hesketh, 2003).

Career choice and development is thus conceptualized as a continual process or cycles of work adjustment initiated by dis-satisfaction and dis-satisfactoriness. A major strength of TWA is that a battery of measures has been developed to measure the various variables associated with the theory, including measures on satisfaction, needs and values, skills and abilities, satisfactoriness, and indexes of correspondence (Dawis, 2005). A large number of research studies have been conducted in the last decades to examine the propositions derived from TWA, especially on the linkage between needs/abilities and satisfaction/satisfactoriness, and between work adjustment and tenure (Dawis, 2005).

An important direction for future research on TWA is the role of the adjustment styles in moderating work adjustment (Dawis, 2005). This was done in a study by Griffin and Hesketh (2003) with research participants from two organizations in Australia. Exploratory factor analysis was performed on two sets of items related to (a) supervisor’s ratings of employee’s adaptive performance, and (b) employee’s ratings of work requirements biodata and self-efficacy for behaving adaptively. The results yielded a clear proactive factor and a reactive factor, according to TWA propositions, but a tolerant factor did not clearly emerge from the data. It was also found that adaptive performance was related to self-efficacy for adaptive behaviour. In one of the organizations, work requirements biodata and adaptability-related personality were predictive of adaptive performance, consistent with the prediction from TWA (Griffin and Hesketh, 2003). Taken as a whole, TWA seeks to explain career development and satisfaction in terms of person-environment correspondence, and it offers career guidance professionals a template to locate entry points to assist individuals with career choice and adjustment concerns.

**2.3 CHAPTER SUMMARY**

In this review the researcher has sampled the opinions and views of several authors and scholars on career aspiration among female secondary students. The works of scholars who conducted empirical studies have been reviewed also. The chapter has made clear the relevant literature.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

**3.1 AREA OF STUDY**

Nyamira is a town in Kenya. It is the capital of its Nyamira County. It has an urban population of around 10.000 (1999 census). (WWW.wikipedia.com)

**3.2 RESEARCH DESIGN**

Research designs are perceived to be an overall strategy adopted by the researcher whereby different components of the study are integrated in a logical manner to effectively address a research problem. In this study, the researcher employed the survey research design. This is due to the nature of the study whereby the opinion and views of people are sampled.

**3.3 POPULATION OF THE STUDY**

According to Udoyen (2019), a study population is a group of elements or individuals as the case may be, who share similar characteristics. These similar features can include location, gender, age, sex or specific interest. The emphasis on study population is that it constitute of individuals or elements that are homogeneous in description.

This study was carried out to examine factors influencing career aspirations among girls in public secondary schools using selected secondary schools in nyamira north district, nyamira county, kenya as case study. The four selected secondary schools include; MOTAGARA GIRLS SECONDARY SCHOOL, MARANI P.A.G GIRLS SECONDARY SCHOOL, OMOYO GIRLS HIGH SCHOOL and MANGA GIRLS HIGH SCHOOL. Hence all the teachers, students and administrators of the selected secondary schools form the population of the study.

**3.4 SAMPLE SIZE DETERMINATION**

A study sample is simply a systematic selected part of a population that infers its result on the population. In essence, it is that part of a whole that represents the whole and its members share characteristics in like similitude (Udoyen, 2019). In this study, the researcher adopted the simple random sampling (srs.) method to determine the sample size.

**3.5 SAMPLE SIZE SELECTION TECHNIQUE AND PROCEDURE**

To determine the sample size of this study, the researcher adopted the random sampling techniques. Therefore, the researcher randomly selected 144 participants comprising 5 school administrators, 10 teachers and 21 female students from each of the selected schools making a sum of 144 respondents as sample size.

**3.6 SOURCES OF DATA COLLECTION**

The research instrument used in this study is the questionnaire. A 10 minutes survey containing 8 questions were administered to the enrolled participants. The questionnaire was divided into two sections, the first section enquired about the responses demographic or personal data while the second sections were in line with the study objectives, aimed at providing answers to the research questions.

**3.7 METHOD OF DATA ANALYSIS**

The responses were analyzed using the frequency tables, which provided answers to the research questions. While the hypothesis were tested using Pearson correlation statistical tool SPSS v23.

**3.8 VALIDITY AND RELIABILITY OF THE STUDY**

The reliability and validity of the research instrument was determined. The Pearson Correlation Coefficient was used to determine the reliability of the instrument. A co-efficient value of 0.68 indicated that the research instrument was relatively reliable. According to (Taber, 2017) the range of a reasonable reliability is between 0.67 and 0.87.

**3.9 ETHICAL CONSIDERATION**

The study was approved by the Project Committee of the Department. Informed consent was obtained from all study participants before they were enrolled in the study. Permission was sought from the relevant authorities to carry out the study. Date to visit the place of study for questionnaire distribution was put in place in advance.

**CHAPTER FOUR**

**DATA PRESENTATION AND ANALYSIS**

1. **INTRODUCTION**

This chapter presents the analysis of data derived through the questionnaire and key informant interview administered on the respondents in the study area. The analysis and interpretation were derived from the findings of the study. The data analysis depicts the simple frequency and percentage of the respondents as well as interpretation of the information gathered. A total of one hundred and forty four (144) questionnaires were administered to respondents which only (100) were returned and validated. This was due to irregular, incomplete and inappropriate responses to some questionnaire. For this study a total of 100 was validated for the analysis.

**4.2 DATA PRESENTATION**

The table below shows the summary of the survey. A sample of 144 was calculated for this study. A total of 100 responses were received and validated. For this study a total of 100 was used for the analysis.

**Table 4.1: Distribution of Questionnaire**

|  |  |  |
| --- | --- | --- |
| **Questionnaire** | **Frequency** | **Percentage** |
| Sample size | 144 | 100 |
| Received | 100 | 71.4 |
| Validated | 100 | 71.4 |

**Source: Field Survey, 2021**

**Table 4.2: Demographic data of respondents**

|  |  |  |
| --- | --- | --- |
| **Demographic information** | **Frequency** | **percent** |
| **Gender**  Male |  |  |
| 14 | 14% |
| Female | 86 | 86% |
| Age |  |  |
| 15-20 | 40 | 40% |
| 21-30 | 14 | 14% |
| 31-40 | 31 | 31% |
| 41-50 | 15 | 15% |
| 51+ | 00 | 00% |
| Position |  |  |
| Student | 40 | 40% |
| Teacher | 40 | 40% |
| Administrator | 20 | 20% |

**Source: Field Survey, 2021**

**4.2 ANSWERING RESEARCH QUESTIONS**

**Question 1:**  What are the ways to improve vocational guidance for girls in secondary schools in North District, Nyamira County, Kenya?

**Table 4.3:** Respondent on question 1

|  |  |  |  |
| --- | --- | --- | --- |
| **Options** | **Yes** | **No** | **Total%** |
| Teachers should have a profound understanding of varieties of vocational skills | 100  (100%) | 00 | 100  100% |
| In guiding students, teachers should create room for students to express themselves. | 100  (100%) | 00 | 100  100% |
| Teachers and other key authorities should carefully study and understand the intellectual capacity of each students | 100  (100%) | 00 | 100  100% |
| Teachers and other key authorities understand the strength of the students | 100  (100%) | 00 | 100  100% |
| Consultation of external personalities will be ideal to help offer excellent vocational guidance. | 100  (100%) | 00 | 100  100% |

**Field Survey, 2021**

From the responses obtained as expressed in the table above, all the respondents said yes to all the options provided.

**Question2:**  What is the influence of vocational guidance on career aspirations of girls in secondary schools in North District, Nyamira County, Kenya?

**Table 4.4:** Respondent on question 2

|  |  |  |  |
| --- | --- | --- | --- |
| **Options** | **Yes** | **No** | **Total%** |
| It helps to instigate adequate confidence in the students | 100  (100%) | 00 | 100  100% |
| It helps to prepare students adequately against the future | 100  (100%) | 00 | 100  100% |
| It helps the students establish focus. | 100  (100%) | 00 | 100  100% |
| It helps build sense of self-esteem and self-reliance among the students | 100  (100%) | 00 | 100  100% |

**Field Survey, 2021**

From the responses obtained as expressed in the table above, all the respondents said yes to all the options provided.

**Question 3:** Are there vocational guidance programmes available in secondary schools in North District, Nyamira County, Kenya, for assisting girls in career choice?

**Table 4.5:** Respondent on question 3

|  |  |  |
| --- | --- | --- |
| **Options** | **Frequency** | **Percentage** |
| Yes | 72 | 72 |
| No | 12 | 12 |
| Undecided | 16 | 16 |
| **Total** | **100** | **100** |

**Field Survey, 2021**

From the responses obtained as expressed in the table above, 72% of the respondents said yes, 12% said no. while the remaining 16% were undecided.

**Question 4:** What are the career aspirations of secondary school girls in North District, Nyamira County, Kenya?

**Table 4.6:** Respondent on question 4

|  |  |  |  |
| --- | --- | --- | --- |
| **Options** | **Yes** | **No** | **Total%** |
| Nurse | 100  (100%) | 00 | 100  100% |
| Doctor | 100  (100%) | 00 | 100  100% |
| Fashioner | 100  (100%) | 00 | 100  100% |
| Lawyer | 100  (100%) | 00 | 100  100% |
| Computer Expertise | 100  (100%) | 00 | 100  100% |
| International Diplomat | 100  (100%) | 00 | 100  100% |

**Field Survey, 2021**

From the responses obtained as expressed in the table above, all the respondents said yes to all the options provided.

**Question 5:** Is there any significant relationship between vocational guidance for girls in secondary schools and their career aspirations?

**Table 4.7:** Respondent on question 5

|  |  |  |
| --- | --- | --- |
| **Options** | **Frequency** | **Percentage** |
| Yes | 78 | 78 |
| No | 07 | 07 |
| Undecided | 15 | 15 |
| **Total** | **100** | **100** |

**Field Survey, 2021**

From the responses obtained as expressed in the table above, 78% of the respondents said yes, 07% said no. while the remaining 15% were undecided.

**Test of Hypothesis**

Ho1: There is a significant relationship between vocational guidance for girls in secondary schools and their career aspirations.

**HYPOTHESIS ONE**

**There is a significant relationship between vocational guidance for girls in secondary schools and their career aspirations.**  
**Table 8: Pearson Correlation Table showing the relationship between vocational guidance(VG) and career aspirations(CA).**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | VG | CA |
| VG | Pearson Correlation | 1 | .821\*\* |
|  | Sig. (2-tailed) |  | .000 |
|  | N | 100 | 100 |
| CA | Pearson Correlation | .821\*\* | 1 |
|  | Sig. (2-tailed) | .000 |  |
|  | N | 100 | 100 |

Source: Survey data, 2021

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

The Pearson Correlation result in Table 7 contains the degree of association between VG and CA. From the result, the Pearson correlation coefficient, r, value of 0.821 was positive and statistically significant at (p< 0.000). This indicates that there is a significant relationship between vocational guidance (VG0 and girls career aspiration(CA).

Thus, VG and CA are correlated positively.

**CHAPTER FIVE**

**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS:**

**5.1 Introduction**

This chapter summarizes the findings into the factors influencing career aspirations among girls in public secondary schools using selected secondary schools in nyamira north district, nyamira county, kenya as case study. The chapter consists of summary of the study, conclusions, and recommendations.

**5.2 Summary of the Study**

In this study, our focus was to determine the factors that influence career aspirations among girls in public secondary schools in Nyanmira North District, Nyamira County, Kenya. The study specifically was aimed at examining ways of improving vocational guidance for girls in secondary schools in North District, Nyamira County, Kenya; investigate the influence of vocational guidance on career aspirations of girls in secondary schools in North District, Nyamira County, Kenya; inquire the vocational guidance programmes available in secondary schools in North District, Nyamira County, Kenya, for assisting girls in career choice and establish the career aspirations of secondary school girls in North District, Nyamira County, Kenya

The study adopted the survey research design and randomly enrolled participants in the study. A total of 100 responses were validated from the enrolled participants where all respondent are active students, teachers and administrators of the selected secondary schools in the study area.

**5.3 Conclusions**

Based on the findings of this study, the researcher made the following conclusion.

1. The various ways in which vocational guidance can be improved include; Teachers should have a profound understanding of varieties of vocational skills; Teachers should create room for students to express themselves; Teachers and other key authorities should carefully study and understand the intellectual capacity of each students; Teachers and other key authorities understand the strength of the students and Consultation of external personalities.
2. The Influence of vocational guidance on career aspirations of girls in secondary schools in North District, Nyamira County, Kenya include; It helps to instigate adequate confidence in the students, It helps to prepare students adequately against the future, It helps the students establish focus and also helps build sense of self-esteem and self-reliance among the students.
3. There are vocational guidance programmes available in secondary schools in North District, Nyamira County, Kenya, for assisting girls in career choice.
4. The following are career aspirations of secondary school girls in North District, Nyamira County, Kenya; Nurse, Doctor,fashioner, Lawyer, Computer Expertise and International Diplomat.
5. There is a significant relationship between vocational guidance for girls in secondary schools and their career aspirations.

**5.4 RECOMMENDATIONS**

Based on the findings of this study, it is of the researcher’s opinion that there is need for awareness campaigns targeting the community, parents, local leaders, administrators, teachers and students on the importance of education and the benefits of education especially of the girl child. This should be done through public barazas, seminars, school parents‘ days and other community functions. Also the government and school authorities should ensure adequate training of the teachers so as to help improve the vocational guidance skills. And more so, school authorities should consider it ideal to consult more advanced dignitaries or entities who will render excellent service in the vocational or career guidance of the female students.

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**APPENDIXE**

**QUESTIONNAIRE**

**PLEASE TICK [√] YOUR MOST PREFERRED CHOICE(S) ON A QUESTION.**

**SECTION A**

**PERSONAL INFORMATION**

**Gender**

Male [ ] Female [ ]

**Age**

20-30 [ ]

31-40 [ ]

41-50 [ ]

51 and above [ ]

**Educational level**

WAEC [ ]

BSC/HND [ ]

MSC/PGDE [ ]

PHD [ ]

Others……………………………………………….. (please indicate)

**Marital Status**

Single [ ]

Married [ ]

Separated [ ]

**SECTION B**

**Question 1:**  What are the ways to improve vocational guidance for girls in secondary schools in North District, Nyamira County, Kenya?

|  |  |  |
| --- | --- | --- |
| **Options** | **Yes** | **No** |
| Teachers should have a profound understanding of varieties of vocational skills |  |  |
| In guiding students, teachers should create room for students to express themselves. |  |  |
| Teachers and other key authorities should carefully study and understand the intellectual capacity of each students |  |  |
| Teachers and other key authorities understand the strength of the students |  |  |
| Consultation of external personalities will be ideal to help offer excellent vocational guidance. |  |  |

**Question2:**  What is the influence of vocational guidance on career aspirations of girls in secondary schools in North District, Nyamira County, Kenya?

|  |  |  |
| --- | --- | --- |
| **Options** | **Yes** | **No** |
| It helps to instigate adequate confidence in the students |  |  |
| It helps to prepare students adequately against the future |  |  |
| It helps the students establish focus. |  |  |
| It helps build sense of self-esteem and self-reliance among the students |  |  |

**Question 3:** Are there vocational guidance programmes available in secondary schools in North District, Nyamira County, Kenya, for assisting girls in career choice?

|  |  |
| --- | --- |
| **Options** | **Please Tick** |
| Yes |  |
| No |  |
| Undecided |  |

**Question 4:** What are the career aspirations of secondary school girls in North District, Nyamira County, Kenya?

|  |  |  |
| --- | --- | --- |
| **Options** | **Yes** | **No** |
| Nurse |  |  |
| Doctor |  |  |
| Fashioner |  |  |
| Lawyer |  |  |
| Computer Expertise |  |  |
| International Diplomat |  |  |

**Question 5:** Is there any significant relationship between vocational guidance for girls in secondary schools and their career aspirations?

|  |  |
| --- | --- |
| **Options** | **Please Tick** |
| Yes |  |
| No |  |
| Undecided |  |