

**FACTORS INFLUENCING CAREER CHOICE AMONG SECONDARY SCHOOL  
STUDENTS IN KERICHO COUNTY, KENYA**

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**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION,  
HUMANITIES AND SOCIAL SCIENCES IN PARTIAL FULLFILMENT OF THE  
REQUIREMENT FOR THE AWARD OF BACHELOR OF EDUCATION ARTS OF  
GREYSAUNIVERSITY.**

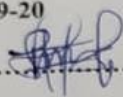
**OCTOBER, 2025**

## DECLARATION

This research project is my original work and has not been presented for award of any degree in any other university.

**EVANCE KIPNGENO LIMO**


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### SUPERVISOR'S APPROVAL

This project has been submitted with my approval as University supervisor

**MR JACKTON**

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## **DEDICATION**

We dedicate this research proposal to our families for their moral and financial support.

## **ACKNOWLEDGEMENT**

I would like to acknowledge my parents for their willingness to support me throughout the process of doing research. I would also like to extend my utmost gratitude to my supervisor Mr. Jackton for his commitment and professional guidance in preparing this research project.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

M.O.E- Ministry of

EducationD.J- Disc

Jockey

C.B.C- Competence Based

CurriculumS.E.S- Socio

Economic Status

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## **ABSTRACT**

Choosing a career remains one of the most challenging decisions for secondary school students, as it significantly influences their future livelihood, identity, and success. In Kenya, despite government initiatives such as career guidebooks and counseling programs, many students continue to make ill-informed choices, often leading to dissatisfaction, mismatched skills, and unemployment. The problem arises from limited guidance, parental pressure, peer influence, and inadequate teacher involvement in career mentoring. 1 students in Kericho County, focusing on family background, peer influence, and teachers' guidance. The research targeting 300 students, 90 teachers, and 150 parents, selected through random sampling. Questionnaires and interviews were used descriptive statistics, percentages, and charts. family influence played the most significant role in shaping students' career decisions, as parents often provided guidance and acted as role models. Peer influence was found to be the least significant factor, proportion of students admitting that they considered their friends' choices. Teacher influence had a moderate impact, mainly through advice and mentorship, though the absence of updated career guidebooks limited their effectiveness. The study concludes that career choice is a multifaceted process shaped by parental advice, teacher guidance, and, to a lesser extent, peer pressure. The study recommends strengthening career counseling programs in schools, updating career handbooks, and engaging parents through sensitization forums to reduce undue pressure on students. Further, teachers should be trained and supported to provide effective career guidance. The findings are significant to policymakers, educators, parents, and students in promoting informed career decision-making and reducing mismatches in the labor market

## **CHAPTER ONE:**

### **1.1 Introduction**

This chapter entails background of the study, statement of the problem, purpose of the study, research objectives, research questions

### **1.2 Background of the Study**

One of the most crucial choices a secondary school student, regardless of class, must make in order to pursue his academic goals is his career. It involves a person's succession of many vocations, professions, and employment that they hope to pursue in their lifetime.

According to Kinance (2004), a person's career is the culmination of all of their vocations, jobs, and life's labor. A career, then, is a dynamic vocation or work that a person finds fulfilling and that he is qualified to perform throughout his lifetime. Every country in the world strives for and social standing. One of the most significant decisions students will make while deciding on their future plans is their career. Their lives will be impacted by this choice. What a pupil wants to do with their lifetime of work will ultimately determine who they are. One of the biggest issues facing Kenyan secondary school students is choosing a career. Anybody can attest to the importance of choosing a career or passion, regardless of age. Many their future holds a fantastic journey in which they will undoubtedly triumph. believe that after completing their secondary education, they will be able to work in either public or private establishments. A few have intended careers in law, engineering, medicine, accounting, and other fields., secondary school students are always concerned about what accomplish with their lives and the kind of adults they will become. Their worries center on early arrival.

Entering the workforce and quickly locating fulfilling positions it, quickly altering the proportion of young people who do eventually enter the workforce. The degree to which today's youth succeed in preparing for tomorrow will determine how they handle its challenges. Teachers, school counselors, charge of making plans for tomorrow. The program provides a general introduction to the working world for students. Selecting a vocation is a sensitive matter that needs careful thought and careful study. The youths' profession choices have a lot of potential effects on their lives. For instance, it can reveal a person's residence and the kinds of acquaintances they have. Both an individual's educational attainment and income can be predicted by it. varied people have varied goals for their careers: some want to help others and improve the world, while others want to earn a lot of money. Every pupil has a history, and this shapes the way they see the world.

that students' job decisions are influenced by their past, which is shaped in part by their upbringing, personality, and opportunities. Consequently, a student's perception of their surroundings, character, and opportunities professional decisions they make. Students' profession choices environment, which is the primary element in career choice. Students who lived on the island, for instance, might decide to pursue a career in the water industry or decide to move away from the island and never work with water again. Perhaps a major influence or impression from someone in the student's life resulted in a decided career decision. Students' opinions about whether or not to continue their education may be influenced by their parents' educational backgrounds. The student might have been motivated by something they saw on television, or a parent might have insisted that they take over the family business. These are some of the several contextual elements that influence a student's career decision.

Students' employment choices are influenced by their self-perception. Certain careers require you to possess a personality that is commensurate with the demands of the field. Salespeople, for instance, need to be proactive. According to Splaver (2000), selecting the appropriate career is heavily influenced by one's personality. Instead of being the procrastinating kind who puts off making decisions to options early in life. Students need to be aware of how their opportunities. If you want to create wise career decisions.

The vocation a student chooses at a certain point in their life—a decision that will impact future—may depend on the parents' financial level when the student is in secondary school.

Therefore, selecting a career involves providing answers to questions like, "Which career path is best for me?" and "How do I go about achieving my goals?" Therefore, being able to identify one's goals is the first step in choosing a career. One's value interests typically dictate this. The second phase is to reach out for one's particular desires. This is rarely accomplished with conscious attempts from the past; order for things to unfold as they should.

Okeke (2003) made the proposal that students choose their academic disciplines carefully before pursuing a job. A key component of coming unique solution for each student would be sensibly balance and study with specific goals at the right time. He came to the conclusion that the institution Subjects influence students' eventual profession choices and their educational journeys. Pupils should receive sufficient guidance in selecting fulfill the main goal of their study. According to Gichoi (2005), significant attempt made in Kenya to assist students in making the best decisions. Most of the time, the pupils are left on their own. He went on claims that a large number of Kenyan students enter the workforce with

false career expectations. Every student's dream is to work as a celebrity in engineering, law, architecture, medicine, or as a bachelor of commerce student. Kariuki (2006) adds, "Parents are also to blame because some of them visit schools frequently to influence their children's subject choice," in response to Gichoi's remarks. This forces students to pursue coursework in disciplines they find boring, which has detrimental effects on their decision about a career.

Kariuki (2006) further states in a different study that the biggest obstacle to students choosing their careers is a lack of guidance services. This suggests that the students base their job decisions on the scant career information they learn informally at their educational institutions. Additionally, he claims that a lot of schools rely on career information handbooks, the contents the quick changes in technology market. As a result, handle the quick changes and new difficulties in the labor market, career handbooks in schools must be updated on a regular basis.

According to Kaloki (2009), the majority of the career choice materials used by educators were likewise out of date. For instance, the most popular resource in schools was the career guidebook. Career coaching seminars were employed by teachers. Each student's unique professional needs were not considered in this. counseling is essential for assisting students in selecting careers interests and abilities..

### **1.3 Statement of the Problem**

Choosing a career critical decisions that secondary school students make, as it determines their future educational and occupational paths. In Kenya, the Ministry of Education introduced career guidance through schools, including the use of guidebooks and assigning teachers to provide counseling. Despite these initiatives, many students continue to make ill-informed career

choices. This often leads to mismatched skills, unemployment, frustration, and underutilization of potential.

Adolescents make career-related decisions during a period of identity formation, peer affiliation, and limited exposure to real-world opportunities. Studies indicate that parental expectations, socio-economic background, and cultural beliefs strongly shape career choices, sometimes overriding students' interests and abilities. At the same time, peers and teachers play a role, but their influence is not always constructive due to inadequate training, limited resources, and outdated information.

In Kericho County, like in many parts of Kenya, students face the challenge of balancing personal aspirations with external pressures from parents, teachers, and peers. Yet, empirical evidence on their decisions in this region. Without clear understanding of these dynamics, interventions remain ineffective, and students risk pursuing careers that do not match their skills, passions, or labor market demands.

sought family, peers, and teachers Kericho County, with the aim of generating insights that can guide schools, parents, and policymakers in improving career guidance.

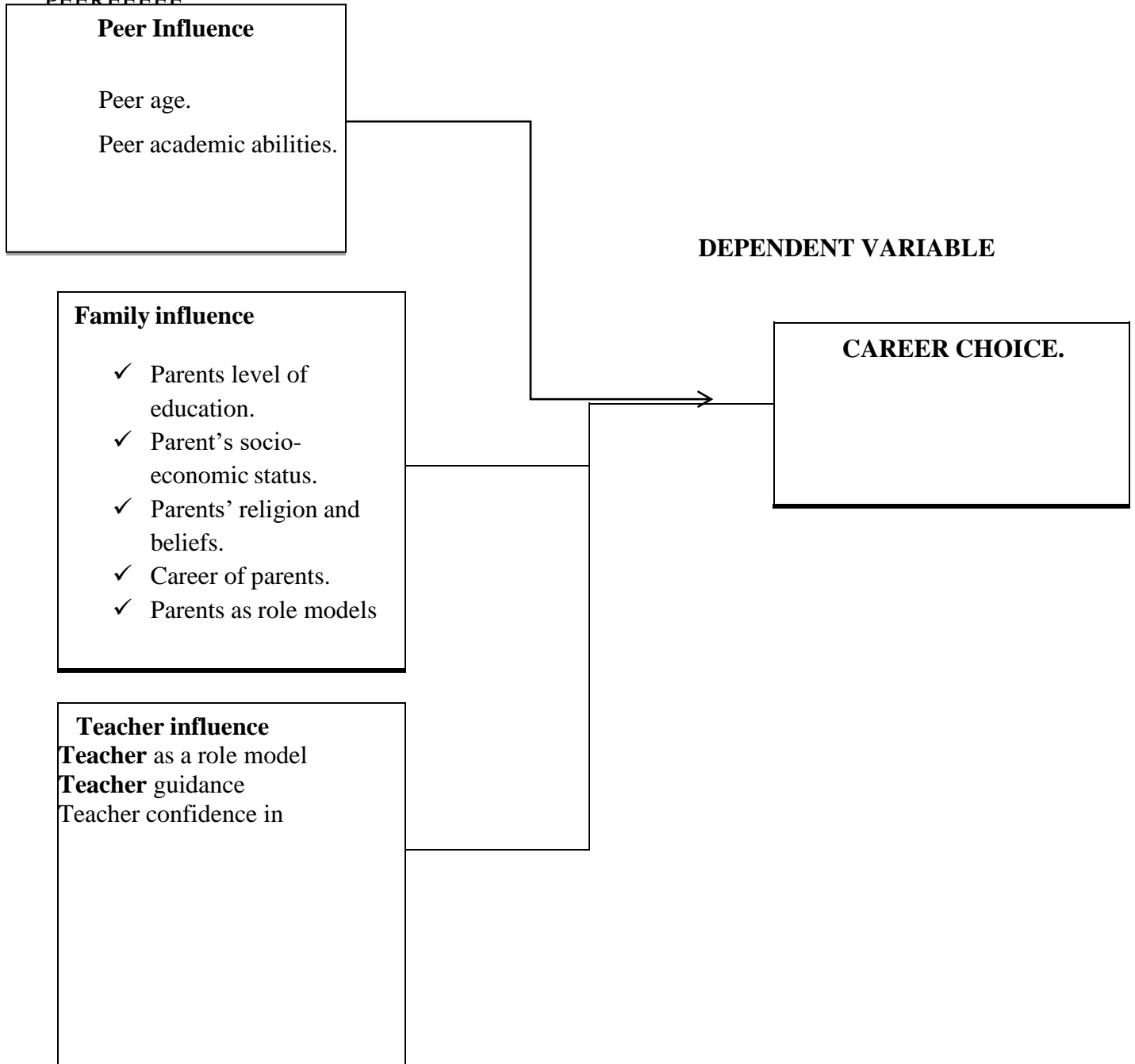
#### **1.4 Purpose of the Study.**

The purpose of the study was to investigate the factors that influence career choice among secondary school students in Kericho County

## 1.5 Conceptual Framework

### INDEPENDENT VARIABLES

PEEREEEEEE



*Figure 1 Conceptual Framework*

### Explanation of the conceptual framework

most significant determinants of a student's profession decision is their family. kids will choose careers similar to their own.

If both parents work as doctors, child should pursue a career in medicine. Children's professional choices are frequently influenced by the standards and values of their parents. For instance, if a youngster wants to be a disc jockey (D.J.) and their parents are devout Christians, pursue that job path because of the standards and values the family upholds. families underestimate their kids' intuition. This forces parents to decide on their kids' careers.

### **Peer influence**

Peers have an impact on students' job decisions as well. Most pupils follow the decisions made by their friends. It's possible to discover that students, particularly those in the same group, choose careers that don't align with their interests.

### **Teacher influence.**

Teachers influence students' choice of career. A teacher acts as a guide and counselor to the student, so they tend to look up on the teachers on choice of career.

## **1.6 Research Objectives**

### **1.6.1 General Objective**

The research was seeking to find out factors that influences the choice of career by students in secondary schools in Kericho County.

### **1.6.2 Specific Objectives**

This study was guided by the following objectives:

- i. To determine the extent to which family background influences students' career **choice** among secondary school learners in Kericho County.
- ii. To assess the influence of peer relationships on students' career decisions in secondary schools within Kericho County.

- iii. To evaluate the role of teachers in shaping students' career choices among secondary school students in Kericho County.

### **1.7 Research Questions**

1. What is the role of the family in students' career choice?
2. How do peers influence a student's career choice?
3. What is the role of teachers and role models in students' career choice?

### **1.8 Significance of the Study.**

determine the criteria that Kericho County secondary school students consider while choosing a career. The researcher was able to provide the government with specific advice regarding students' career choices according to the study's findings, particularly in light of the rising unemployment rate. It would allow the government to consider rewriting the curriculum to give pupils the necessary skills for self-employment looking for paid work. As in the case of the use of Competency Based Curriculum (CBC).

the research by learning more about the different aspects that affect students' career decisions. This would make devise suitable actions to guarantee that kids choose the appropriate professional route.

Parents could use the research to help their children make professional decisions. Parents will discover the drawbacks of forcing jobs on their children before getting to know their hobbies.

Furthermore, the research would be advantageous to society as a whole since qualified students would be better equipped to contribute to society through their employment.

Finally, a study would be a good place for future scholars to start if they wanted to do field.

### **1.9 Delimitations of the Study**

The researcher conducted the study in Kericho County. The study was restricted to form three and form four students in randomly selected schools both public and private since they have just selected subjects which could be according to their career preferences.

### **1.10 Limitations of the Study**

#### **Finance**

This resulted to having insufficient funds to carry out the study thus the researchers had to choose few schools.

#### **Lack of co-operation**

Some not willing to give information required by researchers and some did not send back the questionnaires issued to them via WhatsApp.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter's primary goal is to examine that examines the variables that affect students' career decisions. The subheadings created from the research questions are used to present the literature. Below are the subheadings: Peer influence, family influence, parents' socioeconomic status, teachers' and role models' influence.

#### **2.1.1 Family**

Almost every decision a person makes during their life is influenced by their family, which is a fundamental social and psychological unit. Role, 2004 goals, as well as socioeconomic background, are some family-related elements that might affect a person's profession choice. Parents their child's growth. They are crucial in establishing the conditions necessary for kids to succeed in life. The majority of parents want the best for their kids, and part of that responsibility is helping them choose the right career path. Keller (2004) Parental guidance begins as early as primary school, and parents even advise their children on what topics to study in order to pursue the occupations that their parents have chosen.

regarding parents on a student's career decision. Herbert conducted one such study (2006). According to what he discovered during his research, parents are crucial in ensuring that their kids grow up in a healthy atmosphere. For instance, if parents raise their kids in a happy, kind to follow their parenting advice, the child will undoubtedly follow their parents' instructions.

Consequently, their parents' employment position influences their career goals. Additionally, Olayinka (2005) emphasizes that parents may unintentionally put up standards

that their kids should aspire to, goal-oriented. In line with the two, Roe (2004) claims that a student's profession decision is determined in part by the way their parents treat that specific child and the status of their home environment. Parents their children's career development and decision-making, according to Keller (2004). Career choice is one element that determines happiness and success in life, and parents want the best for their children.

Studies reveal that adolescents who experience parental love and support explore professional options and make intriguing career decisions. This teens who feel capable of making job decisions will typically go on to make more fulfilling career decisions in the future. However, they caution that parental influence as a source of good might be compromised by excessive participation in the decision-making process. Adolescents who experience undue parental influence over their decision-making process suffer consequences. children's opinions about employment and specific careers. When students are choosing a job, parental engagement and assistance are extremely important. Positive attitudes toward school and the future, higher grades, and improved professional decision-making skills are predicted by high parental participation, which includes taking an active interest in their children's school courses, assignments, grades, activities, emotional wellbeing, and future goals. The ability of children to individualize and pursue their own job goals later in life has been facilitated by active parental involvement in their professional development. Additionally, Miller (2000) found a favorable correlation between students' professional maturity and parental attitude and behavior.

### **2.1.2 Parent's Socio-Economic Status**

Numerous studies have long acknowledged that socioeconomic status (S.E.S.) influences career aspirations, with the background of the student's family playing a particularly

significant role for secondary school pupils. Being born into a family with low educational and financial resources lowers a child's chances of attending college or reaching other professional and occupational aspirations. It also pretty well guarantees the child's career path. It makes sense, then, that students' self-efficacy regarding employment options is level of financial parents.

## **2.2 Peer Influence**

A peer is someone who has the same age, status, or skill level as another individual. Adolescents are greatly influenced by their peers when it comes to choosing a career since, in most cases, peers want to follow in the footsteps of their friends and live in similar environments.

Peer interactions start when toddlers interact with one another, and the most common behaviors during childhood and adolescence are imitations of the actions of peer models. Associating with friends who act as social and intellectual resources can have a direct and positive impact on academic achievement outcomes at school. stronger influence than parents in some specific topics. He asserts that peers have a greater influence on a teen's career than do parents. According to Loko's (2005) research, peer group participation with a student who had high career expectations pushed them to pursue particular vocations. This suggests have high aspirations may encourage one to create high career expectations. It's implied by this notion that people prefer their personality. It implied that people would pick careers people who shared their interests.

## **2.3 Teachers Influence**

An educator is a person who instructs students. A lot of pupils look up to their professors as

role models. A person who exemplifies behavior, success, or example that others can follow, particularly younger people, is known as a role model. The terminology "role model" was first used throughout the career of sociologist K. Merton (2003). According to Merton's that comprise members of the social role that they want to play. A person's career options and choices may be significantly influenced by the role model they choose. A role model's appropriateness depends in part on how well-liked they are among their followers. The model should present a picture of an ambitious yet doable objective. Parents and teachers can serve as role models, according to Laird P. (2006). They could have a big impact on someone's expectations for an entrepreneurial career, task self-efficiency, and ambitions for education and training. According to her, parents and teachers are seen as having a major impact on a child's upbringing and future achievement because they bridge the gap left by the absence of community role models. Teachers are recommended to be liked in order because of the significant influence they have on the children due to their extended time with them. and doctors are highly regarded as role models, particularly in the only professionals. As a result, many students take their profession decisions. be done to help kids choose the right careers.

The most important face is making decisions about what vocation or occupation to pursue. According to research, lack of knowledge, awareness, and orientation are among the problems that students and school dropouts in particular are believed to face. If correct information can be given to pupils

Consequently, it can assist individuals in selecting a fulfilling job path and leading fulfilling lives (Gichoi, 2005).

Guidance in schools career information. The government ought to guarantee that every school in the nation has a fully functional guidance department. This can only be accomplished by advice teachers available to give students the appropriate career-related knowledge. Consequently, the school helping students with their professional decisions. A major part of career counseling is to assist students in gaining the information and abilities necessary to make informed decisions, handle changes in their education, and enter the workforce. Career guidance should now be integrated into limited to advising students on careers before they finish their secondary education. This will allow students their work and themselves, as well as the skills necessary to plan and prepare for their future careers. to perform their guiding responsibilities in addition to their teaching duties the necessary training and resources (Kariuki, 2006).

To make sure that students' interests and abilities are identified and nurtured early in life, reviewed. Students in Kenya are unable to choose their ideal career path despite completing the present curriculum all the way to university. The government ought to curriculum emphasizes the discovery of abilities rather than exam-focused instruction, which causes pupils to perform exceptionally well yet poorly when given tasks. The C.B.C., which will aid in my talent development since kids with specific talents can be guided and developed in line with their talents so that it can form the basis of their profession, is one way the government is attempting to combat this.

Regular career days, accurate information about a range of careers, should be promoted by the schools. being misled by inaccurate information they learn from peers or other potentially phony sources. According to study, a lot of students make poor decisions in life because their parents choose their careers for them or because they feel pressured to follow

a certain path (Kaloki.2009).

Instructors ought to counsel parents to make an effort to comprehend their kids; to do for a living, they should only offer guidance and let them to follow their own hobbies. force a career on their kids, it usually ends up being the complete opposite of what the kid is interested in. This is a waste of time and money because most kids eventually abandon the forced career to pursue their true interests. Thus, parents should just listen to their children, offer no judgment, be receptive to new ideas, and encourage them to consider all of their alternatives when it comes to career planning. It is important for parents to remember that their child's decisions and choices should be based on their abilities and goals, not on what their parents believe is right (Herbert, 2006)

## **CHAPTER THREE: RESEARCH DESIGN AND METHONDOLGY**

### **3.0 Introduction**

Under the following subsections, this chapter provides an overview of the study: sampling techniques, sample size, assessment of variables, research instruments, measurement validity, measurement analysis, and logistical and ethical considerations..

### **3.1 Research Design**

The overall plan you decide on to ensure you will successfully address the research problem and integrate the various study components in a logical and cohesive manner is known as the research design. It serves as the guide for gathering, calculating, and analyzing data. As claimed by Kothari, the researcher employed a descriptive survey design (2004). Its focus is on characterizing, documenting, evaluating, and deciphering the circumstances, connections, thought processes, and outcomes that either exist now or previously did. Data is gathered via questionnaires, interviews, and observation in the survey method. Analyses of the data gathered in this way can be either qualitative or quantitative. The primary focus of this research approach is on how people live, behave, and contribute to the frequent issues that arise. The descriptive survey design is economical because it enables the study of a large sample in a short amount of time, permits the use of many data collection techniques to investigate the study's underlying causes, and permits the generalization of the findings.

### **3.2 Study Area**

was carried out in Kericho County. The area has an approximate population of 489,399 people according to Kenya National Bureau of statistics (KNBS) 2019.

### **3.3 Target Population**

of 180 secondary schools both public and private whereby 112 are mixed schools, 30 girls' schools and 38 boys' schools according to the ministry of education statistics. The research targeted form three and form four students from the selected schools subjects which preferred careers. About 150 teachers and 90 parents were interviewed.

### **3.4 Sampling Techniques.**

The researcher used the random sampling to select 20 mixed schools and 12 girls' and 15 boys schools out of 180 schools. Out of 6000 parents 2500 teachers and 9000 students from the 47 selected schools, 150 teachers, 90 parents

The researcher visited the selected schools with the permission of the school principal and administered questionnaires to students. The researcher distributed parents' questionnaire to students who took them to parents and later returned to their teachers. from the teachers by the researcher. Interviews were considered appropriate to collect information from teachers guided by questionnaires made for teachers.

### 3.5 Sample Size

A sample refers to a portion of the population that is picked by the researcher for to represent a whole target population.

Sample size measure of individual samples used in the research study. Therefore, in our research samples were determined below

*Table 1 Sample Size*

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<i>Respondents</i>	<i>Target population</i>	<i>Sample (30)</i>
<i>Students</i>	<i>9000</i>	<i>300</i>
<i>Parents</i>	<i>6000</i>	<i>150</i>
<i>Teachers</i>	<i>2500</i>	<i>90</i>
<i>Total</i>	<i>17500</i>	<i>540</i>

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### 3.6 Measurement of Variables

Each variable that used in our research study was measured below;

*Table 2 Measurement of Variables*

Variable	Indicator	Measurement Scale	Quantity No.
Family	Family background	Social status of the family	A
Peers	Peer group association	Behavior of the peer group	B
Teachers and role models	Teacher closeness and availability of role models	Teacher guidance and influence by the role models.	C

### 3.7 Research Instruments

information from the respondents. Kothari (2004) gives room for collection of information within a short period of time without unnecessary manipulations. The questionnaires contained both open and close ended questions. The questionnaire was subdivided into 2 - sections, i.e. sections 1 and 2 section. Section 1 consisted of respondents' bio data, section 2 focused on family, peers, teacher and role model influence Msambweni, Sigowet/Soin and Gilgil Sub-counties

### **3.8 Validity of Measurements**

Instrument validity implies that instrument measures what it is intended to measure, Mugenda and Mugenda (2003). ensured through construction of instruments strictly based on our research study objective and also research installment was discussed with the supervisor and colleagues in the department to improve on its validity. From the assistance given by the experts, the data collection instruments validity was improved. Validity of the instruments was ensured through construction of instruments strictly based on our research study objectives and also with the assistance from the supervisor where necessary corrections were adjusted. Construct and content validity were enhanced by the supervisor's preview.

### **3.9 Reliability of the Measures**

This was improved by using an interviewing technique and out haphazardly. were then correlated using Spearman's correlation, which showed a coefficient of ( $\rho$ ) of 0.7. Mugenda and Mugenda (2003) suggest that it is beneficial for the research.

a test-retest pilot research to ascertain the reliability. The same group of participants took the test again, with a two-week gap between each administration. Sixty parents, ninety pupils, and thirty teachers all completed the identical questions. Once more, the finished instruments were coded and scored. The correlation coefficient Pearson's product moment was employed. It is a measurement of the linear correlation, with an inclusive value between +1 and -1, between two variables, X and Y. Following test-retest procedures for both sets of instruments, validated the instrument's dependability..

### **3.10 Data Collection Techniques**

Gronhaug and Ghauri (2005) Gathering information is crucial to addressing the study questions. Primary data were the sorts of data investigation. Students were given questionnaires to complete gather the primary data. Because the surveys include both open-ended and closed-ended questions, they were the most suitable instrument to employ. Whereas the structured questions permitted the respondents to limit their answers to the options provided, the open-ended questionnaires allowed the respondents to react freely without offering or suggesting any framework for replies. The choices were created with simplicity and ease of understanding for the responders in mind. In order respondents' responses, structured questionnaires were utilized. Regarding the open-ended questions that will provide respondents complete freedom to express their opinions in an objective manner, see Collis and Hussey (2009). For teachers, interviews were taken into consideration.

### **3.11 Data Analysis**

uses Factors as its data analysis software. Descriptive analysis was employed to rationally simplify the handling of larger data sets. From the gathered data, the mean, percentage, and frequency were determined. The findings enabled the researchers to fully understand the respondent's personality. Since it will not be feasible to access the complete population, inferential analysis was employed. A determination, forecast, or deduction regarding this population will be made in order to extrapolate the features.

#### **3.11.1 Coding**

Applying the thematic framework to the data and utilizing numerical or textual codes to address various topics is the process of coding (Lacey & Luff, 2001:10). Assigning codes, or numbers, to is the aim of coding. In order to send data to a computer for data analysis,

Mathers et al. (2007:42) define coding as the process of assigning a number value or code to questionnaire replies or other data. Closed-ended questions in the current study were coded so that computer software could analyze them.

### **3.11.2 Statistical Analysis**

In this study, descriptive statistics expressed as percentages will be employed. The information was examined using the Factors Influencing Career Choice Software. To make the data easier to read, percentages and ratios were applied. To determine which questionnaire items will be scored favorably or unfavorably calculated. replies were added, and then those responses were divided by the total of the negative responses (strongly disagreed and disagreed), in order to compute the ratios.

### **3.11.3 Content Analysis**

analyze text data. The goal of content analysis is to provide knowledge and understanding of the phenomenon under study. It will be appropriate to use content analysis in the present study to analyze the open-ended questions in the questionnaire.

### **3.11.3 Presentation of Data**

Data will be presented by use of tables, graphs and texts.

### **3.12 Logistical**

The researchers sought clearance letter from Gretsia University, from Kericho County Education offices so as to continue with the research.

### **3.13 Ethical Consideration.**

Connolly (2003:4) Research ethics are about identifying certain norms and standards of behavior that researchers are expected to follow. In carrying out this research, the researchers will take cognizance of the ethical guidelines in order to protect the participants

and the researcher himself. The following ethical issues will be addressed:

### **3.13.1 Informed Consent**

According to Taylor, Peplau and Sears (2012), informed consent implies the agreement to participate in research after learning about the study, including possible risks and benefits. This implies that the participants must be aware of what the research entails and how they are going to benefit from the research. The students, teachers and parents will be given time to consider the risks and benefits of being involved in this research and decide whether to take part without being coerced. The schools will be required to sign the consent forms on behalf of the students. Since the research participants are mostly students, the researchers will seek authority from the school management. The participants will be told about the general nature of the study as well as about any potential harm or risk that the study may cause.

### **3.13.3 Confidentiality**

Cohen et al. (2011) defined confidentiality as not disclosing information from the participant in any way that might identify that individual or that might enable the individual to be traced. The researchers will use names even without names WHO (2013). The researcher will use passwords to protect the data.

### **3.13.3 Anonymity**

Anonymity means that we do not name the person or research site involved but in research it is usually extended to mean that we do not include information about any individual or research site that will enable that individual or research site to be identified by others (Walford, 2005:84). In the current study, numbers will be used on questionnaires in place of participants and schools' names. The researcher will agree with school authorities to make information public if the participants wished so.

#### **3.13.4 Permission**

Permission to carry out the study will be sought from Greta University and also from schools that will participate in the study.

#### **3.13.5 Harm to Participants**

The balance of protecting respondents from harm by hiding their identity while, at the same time, preventing “loss of ownership” are issues that need to be addressed by each researcher on an individual basis with each respondent (Grinyer, 2002:7). The researcher in this study will not

Sufficient information will be provided to the participants so that they could make informed decisions. Data will not be disclosed to any other person without the consent of the participants.

## CHAPTER FOUR: FINDINGS AND DISCUSSION

### 4.1 Introduction

The chapter deals with interpretation of the study findings the stated research questions ranging from teacher influence on career choice in Kericho are represented starting from data in questionnaire response rate, demographic information and finally study questions in that order.

### 4.2 Demographic Information of the Respondents

Demographic information was based on type of school, respondents, parents level of education, parents' occupation, peer groups teacher influence. Their findings

#### 4.2.1 Students Response Rate

This shows the number of the successful participant in the whole target population which took part in responding the submitted questionnaires.

*Table 3 Students Response Rate*

Respondents	Questionnaires issued	Questionnaires returned	% Questionnaires returned
students	200	180	90
total	200	180	90

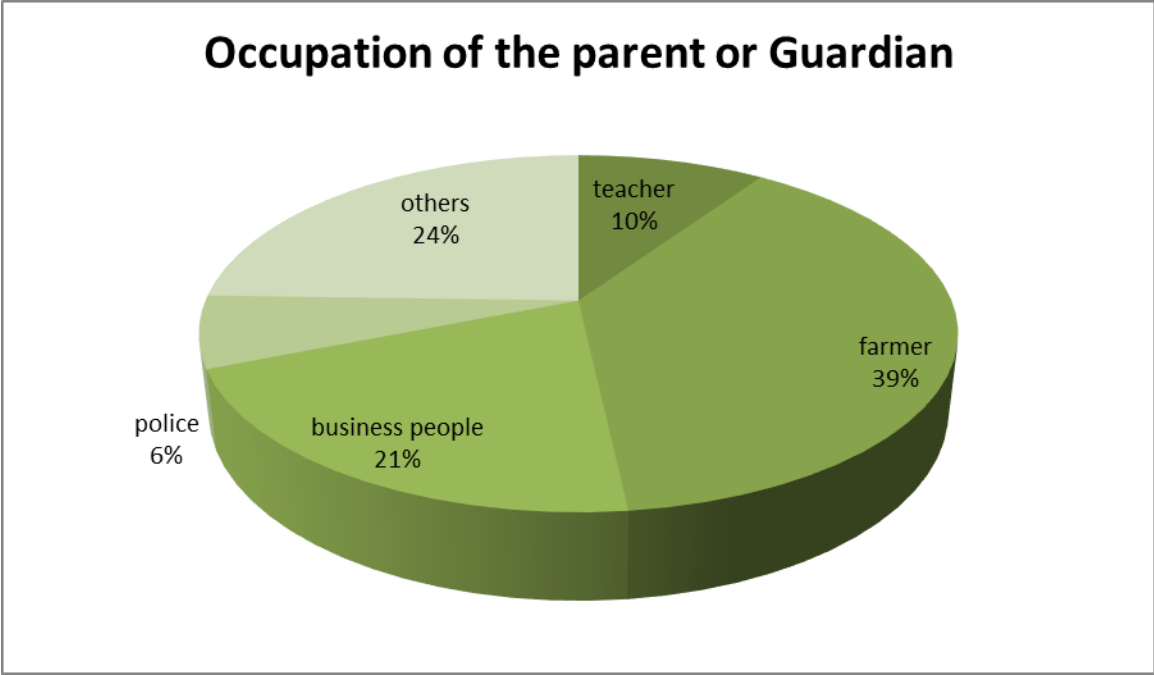
Out of 200 questionnaires distributed to the students, adds to 90% of the questionnaires distributed. The Mugenda Mugenda (2003) gave a suggestion that at least 50% response rate analysis

#### 4.2.2 Parents' Level of Education

GUARDIANS LEVEL OF EDUCATION	FREQUENCY	PERCENTAGE
Primary level	20	11.1%
Form four	35	19.5%
Form six	25	13.9%
College	60	33.3%
University Degree	20	11.1%
Never went to school	20	11.1%
Total	180	100%

The findings in this table shows that a considerable number of parents had acquired education both basic and even higher education only a few had not. Parents who had been to school are more interested in what careers their children want to venture in hence will play a part and influence them in decision making on subject choices.

#### 4.2.3 Occupation of the Parent or Guardian

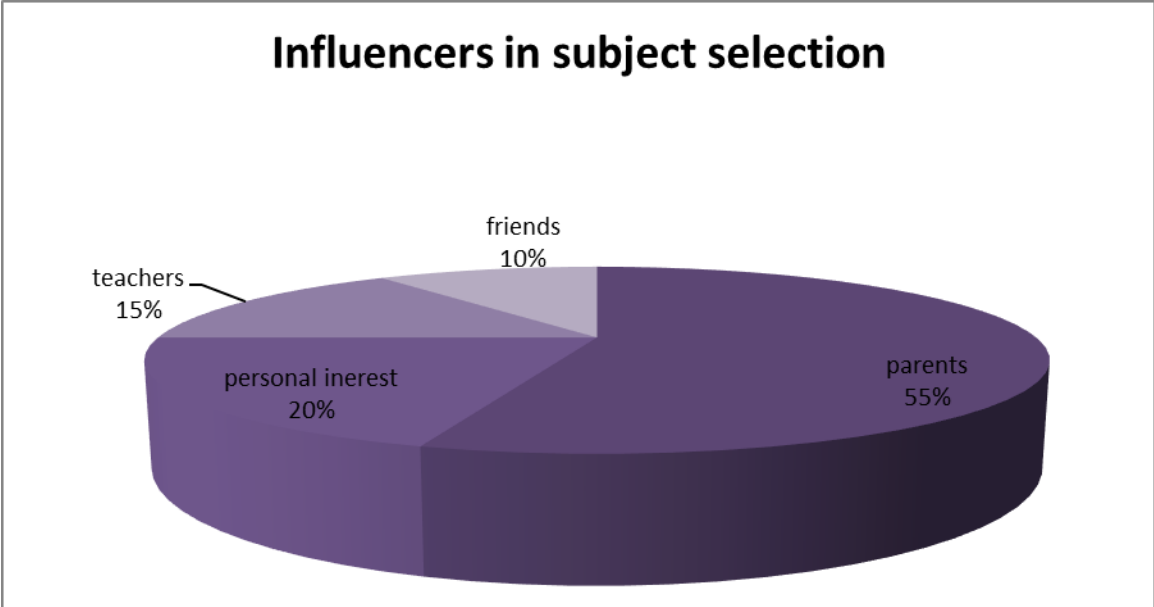


*Figure 2 Occupation of The Parent or Guardian*

Data on the parents' occupation presented parents are farmers and business people. The fact that majority were farmers previous findings on the area that the students come from a rural area. In rural areas in Kenya agriculture is a major occupation though some other people will indulge in other forms of business and in civil

**4.2.4 Influencers in Subject Selection**

The researcher finds out who contribute to the career selection among student. the key influencers, while to a certain level students are driven by their personal interest. To some level teaches influence students' career choice and friends least influence them.



*Figure 3 Influencers in Subject Selection*

**4.2.5 Family Influence on Career Choice**

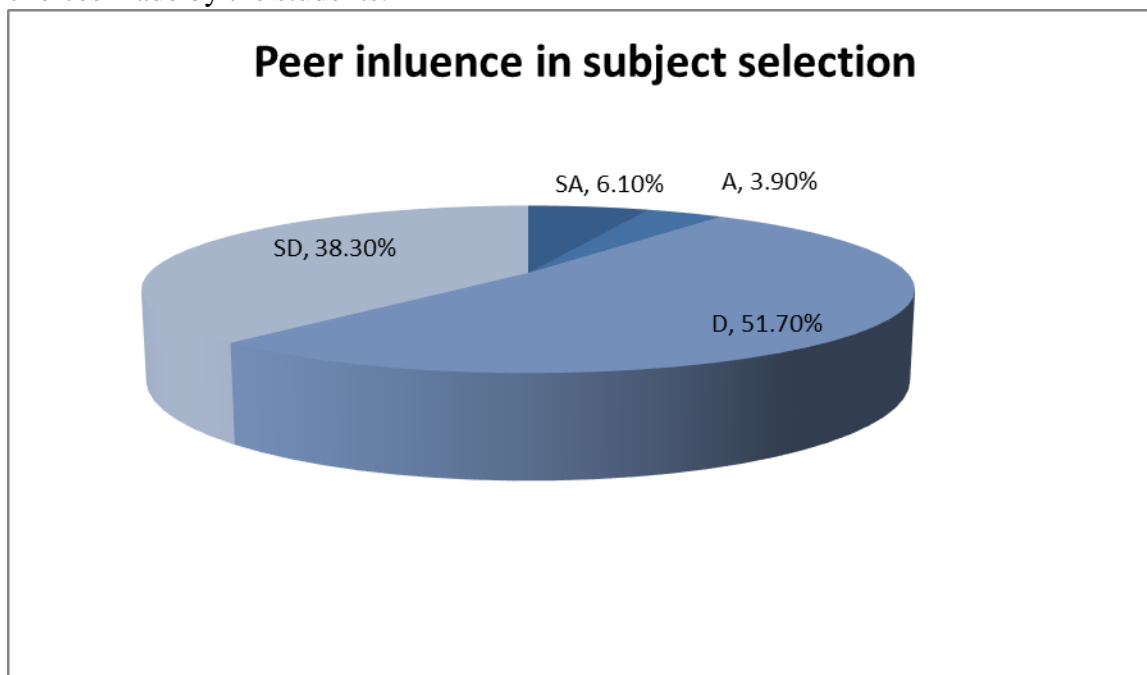
The researcher was interested better lot is influenced by their families in choice of their careers

*Table 1 Family Influence on Career Choice*

	frequency	Percentage
SA	56	31.1%
A	43	23.9%
D	46	25.6%
SD	35	19.4%

**4.2.6 Peer Influence on Career Choice**

The study looked if peers have influenced the career choice students make. From the findings on the data collected it indicated that peers have little influence on the career choices made by the students.



*Figure 4 Peer Influence on Career Choice*

#### 4.2.7 Teacher Influence on Career Choice

The researchers look at teacher influence as a factor that could influence students. The findings showed that though a teacher and as a guider has minimal influence on career those students choose.

*Table 4 Teacher Influence on Career Choice*

Students.

	Frequency	Percentage
SA	16	8.9%
A	11	6.1%
D	89	49.4%
SD	64	35.6%
Total	180	100%

#### 4.3 Teacher Influence

##### 4.3.1 Teachers' Response Rate

This shows the number of the successful teachers who participate in the whole target population which took part in responding the submitted questionnaires.

*Table 5 Teachers' Response Rate*

Respondents	Questionnaires issued	Questionnaires returned	% Questionnaires returned
Teachers	30	29	96.7

Total	30	29	96.7
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Out of 30 questionnaires distributed to the students, only 29 were returned which adds to 96.7% Mugenda Mugenda (2003) gave a suggestion that at least 50% response rate is good for analysis

### 4.3.2 Teachers Advice Students on Career

The researcher looks into teacher’s advice on career choice and he was interested to find out if teachers’ advice their students on which career to take. From the findings it shows that most teachers participate in advising students on the career choice.

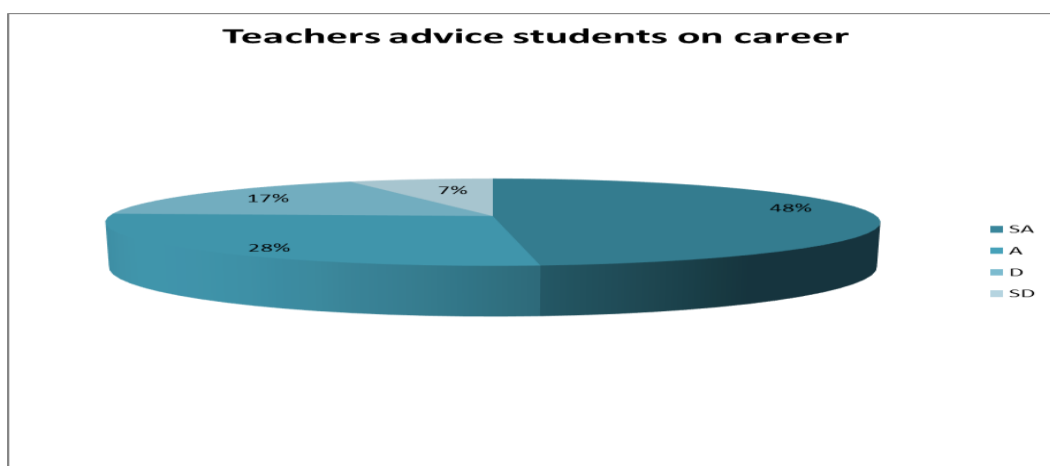


Figure 5 Teachers Advice Students on Career

### 4.3.3 Teachers Are Required by Schools to Advice Children

The researcher was interested to find out whether schools require teachers to offer advice to students pertaining career choice. The findings on whether teachers are required by schools to advice students indicate that school has an average need for teachers to advice students on career choice.

### 4.3.4 Teachers Are Given Career Guide Books

was interested to find out whether schools give teachers career guide books. The findings on whether teachers are given career guides by the school \ give career guide books to their teachers

Table 6 Teachers Are Given Career Guide Books

Frequency	Percentage
-----------	------------

SA	5	17.2%
A	3	10.3%
D	17	58.6%
SD	4	13.4%
Total	27	100%

#### 4.3.5 Teachers Are Role Models to Career Choice

interested to act as role models towards students career choice. The findings on whether teachers act as role models towards students' career choice suggest that some teachers only act as role models.

*Table 7 Teachers Are Role Models to Career Choice*

	Frequency	Percentage
SA	7	24.3%
A	5	17.7%
D	13	44.2%
SD	4	13.8%
Total	29	100%

#### 4.4 Family Influence

The researcher was interested to find out whether family take part in the influence career choicetheir children make.

##### 4.4.1 Parents' Response Rate

This shows the number of the parents who participate in the whole target population which took part in responding the submitted questionnaires.

*Table 8 Parents' Response Rate*

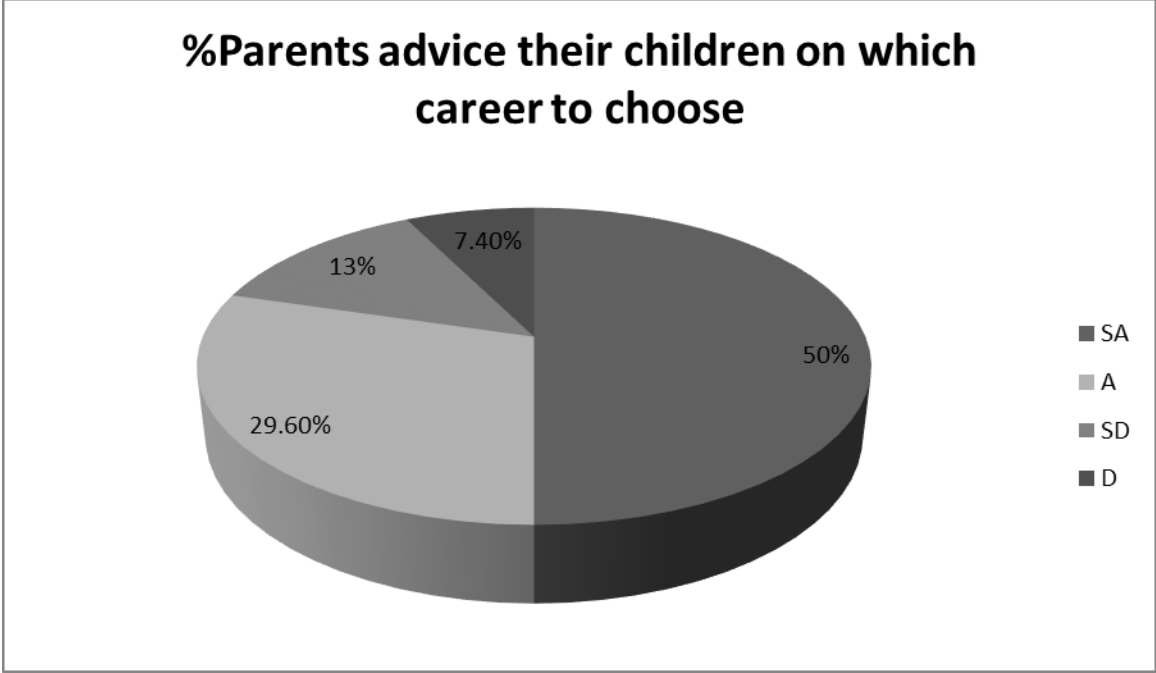
Respondents	Questionnaires issued	Questionnaires returned	% s	Questionnaire
-------------	-----------------------	-------------------------	--------	---------------

			returned
Teachers	60	54	90
Total	60	54	90

Out of 60 questionnaires distributed to the students, only 54 were returned which adds to 90% of the questionnaires distributed. The Mugenda Mugenda (2003) gave a suggestion that at least 50% response rate is good for analysis

**4.4.2 Parents Advice Their Children on Which Career to Choose**

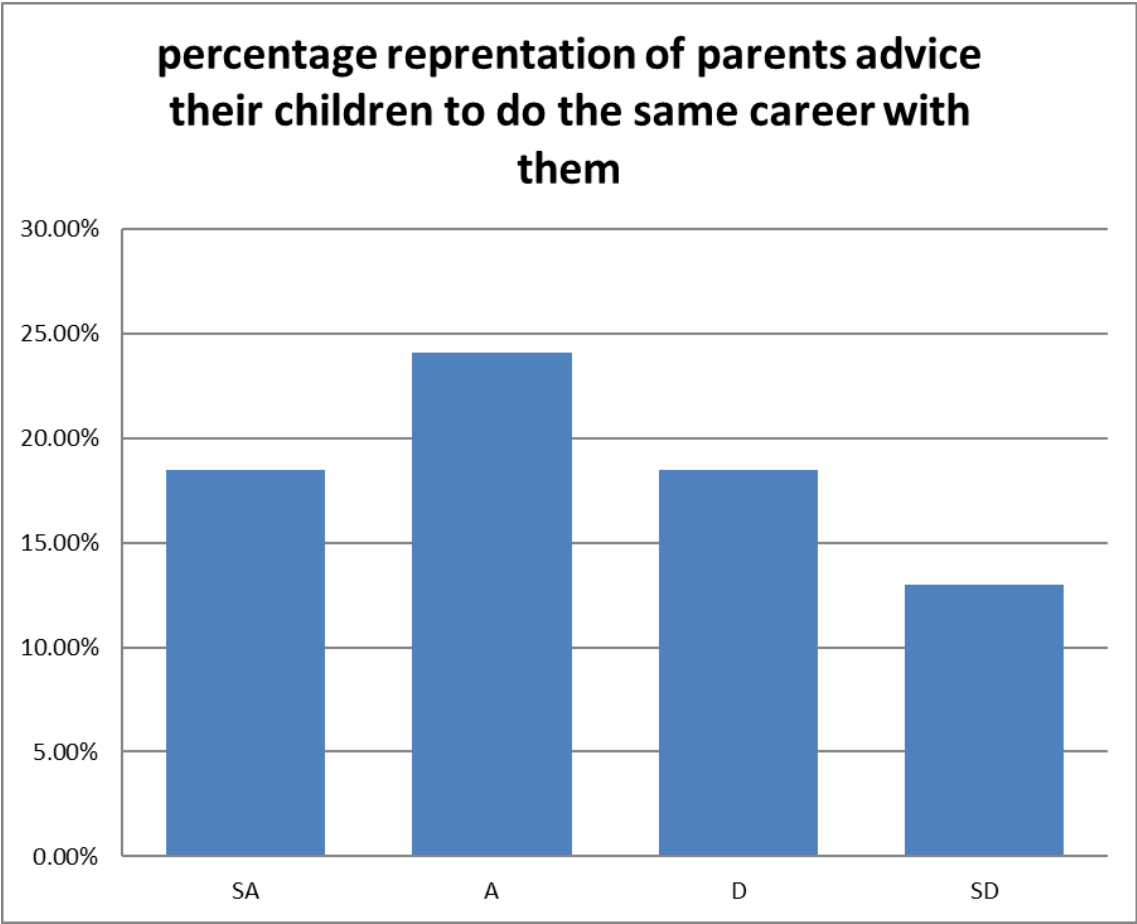
The researcher looks into parents’ advice on career choice and he was interested to find out if parents’ advice their children on which career to take. From the findings it shows that most parents participate in advising children on the career choice.



*Figure 6 Parents Advice Their Children on Which Career to Choose*

**4.4.3 Parent Advice Children to Join the Same Career with Them.**

The researcher looked at parents’ pursuance of career. Findings found that a few parents advice their children to peruse the same career to them



*Figure 7 Parent Advice Children to Join the Same Career with Them.*

**4.4.4 Parents Religious Beliefs Influences Career Choice.**

Researcher looked whether parents’ religious beliefs have an impact on the students’ career choice they make. The findings clearly indicate that religious beliefs has a very minimal impact the students.

*Table 9 Parents Religious Beliefs Influences Career Choice.*

	Frequency	Percentage
SA	9	16.7%
A	10	18.5%
D	27	50%
SD	8	14.8%
Total	54	100%

#### 4.4.5 Parents Are the Role Models to Their Children in Career Choice

Researcher was interested in knowing if parents act as role models to their children. Findings found that a few parents act as role models in matters pertaining career choice.

*Table 10 Parents Are the Role Models to Their Children in Career Choice*

	Frequency	Percentage
SA	10	18.5%
A	9	16.7%
D	25	43.3%
SD	10	18.5%
Total	54	100%

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMENDATION**

### **5.1 Introduction**

This chapter gives an overview of the study under the following sub-headings: summary, conclusion and recommendations.

### **5.2 Summary**

#### **5.2.1 Family Influence.**

Family members of the young people. In this study, parental advice played a role in influencing career among the secondary school students in Kericho County. The students aims at such prestigious occupations when still in secondary schools many depend on their family to actualize their dreams starts quite earlyon, the child's decisions. (Keller 2004).

#### **5.2.2 Peer Influence**

From the study peer influence was found to have less impact on student career choice in Kericho County. It was evident that secondary students hardly and only a small percentage would wish to pursue similar careers with their peers.

#### **5.2.3 Teacher Influence**

teachers' influence careers. Students rely on the advices given to them by their teachers have knowledge over different careers and believes in their abilities to pursues them.

### **5.3 Conclusion of The Study**

The study came into conclusion that family, peers and teachers is in conclusion that; family is the key factor students. Students value the advice from their parents and many times they have a role model of the careers they choose from their family.

Peers rarely influence each other in their choice of career. This study reveals that friend's approval of career choice and same career as peer had the least influence according to this study. Teacher too have a significant influence on career choice among secondary students. The factthat had the major influence on the respondents was teacher's guidance and the teacher as a rolemodel. This reveals that students admire their teachers and would like to take up their career.

According to the findings of the study, all the independent variables investigated had

influence on career choice of the secondary school students. The study however indicated that teacher had the great influence followed by family influence. peer influence had the least influence on career choice.

#### **5.4 Recommendations.**

This study concludes that students' Kericho County are influenced primarily by family, followed by teachers, with peers exerting the least influence. In line with the objectives, it was established that family influence remains dominant, as most students rely on parental advice, socio-economic background, and role modeling when deciding on careers. Teacher influence was also significant, as teachers provided career guidance and served as role models, though their contribution was hindered by limited resources and outdated guidebooks. Finally, peer influence had minimal impact, with most students choosing careers based on personal aspirations rather than peer approval. Overall, the findings affirm that effective collaboration among parents, teachers, and schools is critical in ensuring informed career decisions among students..

#### **5.5 Recommendation for Further Study**

This study focused on family, peers, and teachers in Kericho County. broader school-family-community partnerships in shaping career guidance and decision-making among learners. the long-term impact of socio-economic status on career outcomes after secondary education, as well as assess how the Competency-Based Curriculum (CBC) affects students' preparedness for career choices in Kenya. Additionally, since technology is increasingly shaping career awareness, it would be valuable of digital platforms and online career guidance tools in rural and urban settings. Such studies would provide a more holistic understanding of and inform policies aimed at improving support systems for students

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**APPENDICES:**

**Appendix 1: Questionnaires**

You're kindly requested to give your response as honestly as possible. The information you give will NOT be used for any other purpose other than research for which it is meant.

**PART 1: Questionnaire for the student**

**SECTION A: Demographic information**

1. Name of school ..... (optional)

2. Class/Form.....  
parents' level of Education

Father.....

Mother.....

3. Occupation of parents (PLEASE INDICATE)

a. Father: .....

b. Mother: .....

If not working, indicate and specify: .....

4. Who influenced the choice of subject you are taking in school?

a. Parents

b. Teachers

c. Friends

d. Personal interest and ability

Others (specify): \_\_\_\_\_

5. Have you decided on your future career?

i. Yes

ii. No

**SECTION B: Family influence on career choice.**

Below are some of the factors in the family that influence career choice. State the extent to which you agree or disagree with each statement by ticking in the box corresponding with your best opinion using: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)

Family influence		SA	A	D	SD
i.	The level of your parent(s) socio-economic status determines your choice of career.				
ii.	You were guided by your parents in your choice of career.				
iii.	You have a role model for your career choice in the family				
iv.	Parental level of education determines your choice of career				
v.	The religion and beliefs of your family determines your choice of career				
vi.	You would like to pursue the same career your parents pursued.				

**SECTION C: Peer influence on career choice.**

To what extent has your peers influenced your career choice basing with the information provided in the table below. State the extent to which you agree or disagree with each statement by ticking in the box corresponding with your best opinion using: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)

peers influence		SA	A	D	SD
i.	Your choice of career is determined by your peers' attitude towards careers.				
ii.	Your choice of career is based on your peer's confidence towards careers.				
iii.	Your choice of career was determined by your peer group age				
iv.	Your choice of career was influenced by your Peer group gender				
v.	Your peer group level of career awareness influenced your career choice.				

**SECTION D: Teachers influence on career choice.**

To what extent has your teachers influenced your career choice basing with the information provided in the table below. State the extent to which you agree or disagree with each statement by ticking in the box corresponding with your best opinion using: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)

Teacher influence		SA	A	D	SD
i.	Your Teachers attitude towards a career influenced your career choice				
ii.	Teacher confidence in his/her career influenced your career choice				
iii.	Teacher guided you on your choice of career				
iv.	Life style of a teacher influenced your career choice.				

**PART II: Questionnaire for teachers**

**SECTION A: Demographic information.** Please Mark where necessary.

1. What is your age bracket? 20-

35 yrs.      [   ]

36-

45 yrs

[                    ] 46-55 yrs      [                    ]

56 and above.    [   ]

2. What is your teaching

experience? 1-5 years [   ]

6-10 years      [   ]

11-15 year.      [   ] More than 15 years [   ]

**SECTION B: Teacher influence on career choice.**

Teachers may influence the choice careers. State you agree or disagree with each statement by ticking in the box corresponding with your best opinion using: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)

Teacher influence		SA	A	D	SD
i.	Most teacher's advice their students on which career to choose.				
ii.	Teachers are required by the school to advice learners on their choice of career.				
iii.	Teachers are given career handbooks by the school which help them guide students on their career choice.				
iv.	Teachers organize career guidance sessions for their students				
ix	Teachers are the role model to their students when it comes to career choice.				

**PART III: Questionnaire for Parents. SECTION A: Demographic information.**

Please Mark where necessary.

1. What is your highest level of

professional training?Certificate

Diploma

Bachelor's degree

Master's degree

PHD

**SECTION B: Parents influence on career choice.**

Parents may influence the choice careers. State you agree or disagree with each statement by ticking in the box corresponding with your best opinion using: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)

Parents influence		SA	A	D	SD
i.	Most parents' advice their children on which career to choose.				
ii.	Parents religious beliefs influences the type of career their children choose.				
iii.	Parents advice their children to choose the same career they chose.				
iv.	Parents advice their children to choose careers they can cater for depending on their socio- economic class.				
Ix	Parents are the role model to their children when it comes to career choice.				