

**SELECTED FACTORS INFLUENCING DEGREE CHOICE AND PLACEMENT: A
COMPARATIVE STUDY OF REGULAR AND SELF-SPONSORED STUDENTS IN
KENYAN PUBLIC UNIVERSITIES, KENYA**

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Requirements for the Award of the Degree of Doctor of Philosophy in Counselling
Psychology of Egerton University**

EGERTON UNIVERSITY

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DECLARATION AND RECOMMENDATION

Declaration

I declare that this thesis is my original work and has not been presented for an award of a degree, in this or any other university.

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Recommendation

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DEDICATION

This work is dedicated to my beloved husband Michael Gacohi-my best life coach and cheer leader, who relentlessly urged me on and supported me when the going got tough; and to my children, Martin and Tabitha-the most precious gems on the crown of my life's achievements. I also dedicate it to all young scholars who are trying to invent their career paths. My earnest desire is that this work will help them in every stage of their career development.

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ABSTRACT

The task of choosing a degree programme to study in the university by students is a significant career task in which the outcome is influenced by various factors such as; family, career interests, financial resources, career information, among others. The students are either satisfied or dissatisfied with the outcome of their choices and this may affect their ability in handling future career tasks. This study aimed at determining the influence of family, financial resources, career interests, and career information, on choice of degree programme and placement of students in public universities in Kenya. The study used *ex post facto*-causal comparative research design that targeted regular and self-sponsored students in public universities in Kenya. The target population was 47,294 first year students from which a sample of 500 students was selected using stratified, cluster and simple random sampling procedures. Data was collected using a comprehensive questionnaire with both open and closed questions. A pilot study conducted to establish the reliability obtained Cronbach's coefficient alpha of 0.83. The supervisors and experts from the department assisted in determining the content and construct validity of questionnaire items. Frequencies, percentages and means were used to organize and present the quantitative data. Means and standard deviations were used to analyse the qualitative data. Independent samples *t*-test was used to analyze the data and to test hypotheses. Data was processed using the Statistical Package for Social Sciences (SPSS) for windows version 20. The results of the study revealed that career interests and career information had a high influence whereas family and financial resources had moderate influence on the choice of degree programme and university placement of students in public universities. Analysis of the results indicated that no statistically significant differences existed between the mean scores of career interests and career information, although self-sponsored students had slightly higher means than regular students. The results also showed that statistically significant differences existed in the mean scores of influences of family and financial resources between regular and self-sponsored students, in which the self-sponsored students had a higher family influence in their choice of degree programme and university placement than regular students. Conversely, financial resources exerted a higher influence on the choice of degree programme for regular students than self-sponsored students. The study concluded that career interests and career information were significant factors in influencing the choice of degree programme and university placement of regular and self-sponsored students in public universities. Moreover, the public universities placement service through Kenya Universities and Colleges Central Placement Services (KUCCPS) was found to have played a major role in placing students into degree programmes and universities that they had not selected.

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LIST OF ABBREVIATIONS AND ACRONYMS

AAU	- Association of African Universities
ASCA	- American School Counsellors' Association
CHE	- Commission for Higher Education
CUE	- Commission for University Education
EAC	- East African Community
EU	- Egerton University
HELB	- Higher Education Loans Board
IPR	- Implementing Policies Responsive
IUCEA	- Inter-University Council for East Africa
JAB	- Joint Admission Board
JKUAT	- Jomo Kenyatta University of Agriculture and Technology
KCSE	- Kenya Certificate of Secondary Education
KIE	- Kenya Institute of Education
KU	- Kenyatta University
KUCCPS	- Kenya Universities and Colleges Central Placement Services
MOE	- Ministry of Education
MSU	- Maseno University
MU	- Moi University
NACOSTI	- National Commission for Science, Technology and Innovation
NCST	- National Council for Science and Technology
OECD	- Organisation for Economic Cooperation and Development
RIASEC	- Realistic, Investigative, Artistic, Social, Enterprising, Conventional
ROK	- Republic of Kenya
SPSS	- Statistical Packages for Social Sciences
TSC	- Teachers Service Commission
UON	- University of Nairobi

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Efforts to help people find suitable careers can be traced to the beginning of the nineteenth century. This was the sole concern of the guidance movement in the United States in early 1900s which consisted primarily of matching people with jobs they were best suited for (Gibson & Mitchell, 2003). This interest in career guidance, originating with Frank Parsons, was an outgrowth of a concern for the complexity of the world of work and the resultant difficulty in career decision-making and placement (Brown & Lent, 2005). The practice involved matching the young people with jobs that fitted their skills, abilities and personal characteristics (Parsons, 1989; Kidd, 2007). This career guidance procedure involved three steps: First, a clear understanding of oneself; aptitudes, abilities, interests, ambitions, resources, limitations and knowledge of their causes. Secondly, a thorough knowledge of the requirements, conditions of success, advantages and disadvantages, compensation, opportunities and prospects of different line of work; and lastly, true reasoning on the relationship between the above groups of facts (Parsons, 1989; Brown & Lent, 2005). These simple ideas have evolved into diverse strategies and form the core of most modern theories of career choice and counselling.

Career guidance is an inclusive term that has been used to describe a range of interventions including career education, career information and career counselling (Kidd, 2007). The main purpose of offering career guidance is to help people move from a general understanding of life and work to a specific understanding of the realities of life, learning and work options that are open to them (McMahon, 2014). Career guidance is commonly offered while people are continuing with education, when they are transitioning to the labour market, when they are changing careers, during periods of unemployment, and during transition to retirement. Career guidance fosters the career development of an individual throughout the life span (Brown & Associates, 2002). Career development is a continuous lifelong process of developmental experiences that focuses on seeking, obtaining and processing information about self, occupational and educational alternatives, life styles and role options. It is presumed to take place in stages of spans over one's entire lifetime. These stages have specific career developmental tasks that are appropriate for each stage. Successful achievement or mastery of these career tasks leads to contentment and success with the later

tasks, while failure will lead to unhappiness to the individual, disapproval by the society and difficulty in handling later tasks (Havigurst, 1972; Savickas, 2005).

Choosing a career is a process rather than an event. It is one of the major career developmental tasks during the exploration stage of career development. According to Patton and Creed (2001), career choice is the result of a series of decisions, transactions, and adjustments which affects an individual's role in work, family, community development and leisure. These decisions are made over a period of years, and in a context of many influencing factors. Work and life satisfaction depend on the extent to which the individual finds adequate outlets for his abilities, needs, values, interests, personality traits, and self-concepts (Zunker, 2006). In order for an individual to find meaning, satisfaction and fulfilment in this long-term and life-long engagement, a good career choice must encompass a suitable match between requirements and characteristics of a job, personal attributes and expectations of the individual. The individuals who have difficulties in making career decisions can be assisted through career counselling.

Career counselling is a process that helps individuals to know and understand themselves and the world of work in order to make educational, career, and life decisions (Gikopoulou, 2008). It is a one-on-one or group professional relationship that helps students to explore and perform tasks decision making tasks related to their career, choice of subjects, area of specialisation, college majors or degree programmes. According to Mutie and Ndambuki (2004), career counselling helps in assessing students' interests, personality, values and skills, and helps them to explore career options and opportunities in colleges, universities, professional schools and the world of work. Makinde (2006) asserts that career counselling helps the individual to explore, discover, develop, accept, clarify and integrate various career abilities and possibilities, and to choose among available alternatives. The young people who have completed education and training are assisted in finding suitable occupations, transitions into the world of work or further professional training (Kidd, 2007). Although work and educational choices are likely to be important issues, many students will also need help in dealing with broader concerns, such as subject choices, developing good study habits, coping with stress and the frustration of declining grades (Ngumi, 2008).

The choice of degree programme that young people make when joining public universities is one of the series of decisions made in the process of career development. This is a major

turning point in the students' lives which not only is a start to workplace readiness, but also establishes the student in a career path that opens as well as closes opportunities. This decision is influenced by many factors, including family background, career interests, socio-economic factors, educational policies, peers, personality, academic potential, career information, employment opportunities and life context (McMahon, 2014). Ghose (2002) states that some individuals find themselves later in occupations never understanding what propelled them in that particular direction. Others make career decisions by taking the path of least resistance, for example, following a career path advocated by their parents or following in the footsteps of an elder sibling. According to Gaffner and Hazler (2002), lack of adequate career information and self awareness was related to indecisiveness and career indecision among students entering college.

The family background is one of the factors that can influence an individual's career choice. The family is the first contact of the child with the world, and the interaction of the child with the members of the family internalises certain values, ideals, norms, and develops a sense of career in the child (Obiunu & Ebunu, 2010). Family background provides the basis from which career planning and decision making evolve. According to Taylor and Harris (2004), the family variables such as; parents' level of education, socioeconomic status, occupation, and parental aspirations and expectations influence the child's career choice. Obiunu and Ebunu (2010) postulate that children from a family background of high socioeconomic status tend to have higher career aspirations and opportunities. Additionally, the level and quality of education available and aspired to, as well as the level of work aspired and accessed, are greatly affected by the family's finances and social contacts.

Career interests and information also play a major role in influencing an individual's career choice. Gaffner and Hazler (2002) state that career interests form the basis of the career values, attitudes, competencies and behaviours that one uses in choosing a suitable career. These career interests can be expressed as preferences for activities or options such as school subjects, occupational titles, roles, and other career-related stimuli. Dawis (2002) acknowledges that career interests do predict satisfaction, performance, and tenure in a given occupation. Career information involves provision of accurate and usable facts concerning careers that state the entry and training requirements, employment opportunities, nature and conditions of work, advancement opportunities, salary and benefits, trends and outlook (Zunker, 2002). According to Adell (2002), some of the students' career choice is embedded

in their perceptions of the ‘ideal job’ and their career decision-making maturity which is enhanced by access to adequate and appropriate career information. Availability of adequate and appropriate career information enables students to develop their own career aspirations and goals and thus make informed career decisions. Thus, the degree programmes that the students choose to study in the universities ought to be informed and related to their career interests to ease transition, satisfaction and productivity in their future careers.

Upon completion of the secondary school education, students apply for admissions to public universities in Kenya through the Kenya Universities and Colleges Central Placement service (KUCCPS), formerly known as Joint Admission Board (JAB). Selection and placement to public universities is done under a common framework that ensures students access university education, based on academic merit for institutional-based undergraduate students (KUCCPS, 2014). Students admitted through the service get funding from the government and study under module I (regular module) in the public universities. Other students apply for their degree programmes and admission directly to the public university as self-sponsored or module II students (Nyaigotti-Chacha, 2004).

A significant number of students who secure admission into the universities through the placement service are neither offered degree programmes of their choice nor placed in their preferred university (Muindi, 2011). Such students normally revise their choice options again to correspond to their mean grades and cut-off points. According to Mutero (2001), the self-sponsored module offers the student the advantage of pursuing degree programmes related to their career interests and also study in their preferred university with the possibility of earlier completion of their programmes as compared to those in the regular module. Onsongo (2009) attested that a significant number of the students who opt for the self-sponsored module come from economically-able families who are able to afford the high fees charged. Although Higher Education Loans Board of Kenya (HELB) provides financial aid to university students in the form of affordable loans and scholarships, many eligible students do not access university education due to lack of funds (Masara, 2009).

Okango (2011) posited that majority of the students in public universities in Kenya were not admitted to the degree programme they had selected nor studying in the university of their choice. A study by Lugulu and Kipkoech (2011) found out that 63.3% of students admitted in Moi University were dissatisfied with the degree programmes because they were placed in

degree programmes they did not choose nor had a passion for. They observed that students' degree programme decisions were guided by other factors rather than career interests and stability of the job market. Thousands of young adults have entered educational programmes and graduated several years later only to find the labour market quite different from what it was when they started schooling (Handel, 2003). Many cannot find jobs in their preferred career areas; others take jobs for which they are overqualified and are underpaid.

A study carried out by Ojenge and Muchemi (2010) to estimate the level of satisfaction with the tasks and nature of their careers among professionals in Kenya revealed that only 7% were satisfied in their careers, 27% were unsure while 66% were dissatisfied and discontented with their present careers. People who are dissatisfied with their jobs are often not productive in their work and have low levels of motivation (Kidd, 2007). The outcome of the students' degree choice and placement in public universities could have set this student on such a path. It is against this background that the study sought to establish the influence of some selected factors on the students' choices.

1.2 Statement of the Problem

The choice of degree programme by students entering universities is an important career decision that has a direct impact on their future career lives. This career task which is appropriate to the adolescents' age and stage of career development, sets them on a career path that can lead to success and fulfilment or failure and discontentment in their future careers. Students who wish to change their degree programmes or university are often given chances to revise their choices before admission or immediately after admission into the public universities. The students who get placed in their chosen degree programme and university are perceived to be satisfied while others are dissatisfied with the outcome of their degree choices and university. The students who are able to achieve this career task successfully, are perceived to handle future career tasks better, while those who fail show discontent and difficulty in handling prospective career tasks. Some of the difficulties that can be experienced may be observed when several years later the students graduate and find no jobs related to their degree programmes or take up jobs for which are not related to their career interests. The apparent increase in youth unemployment, frequent career changes and job lay-offs, is a major concern and setback in achieving the fourth goal of Sustainable Development Goals (SDGs) which aims at ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. Various factors have been known to

influence students' degree choice and placement. Thus, the study sought to determine the influence of the student's family, financial resources, career interests and career information, on the choice of degree programme and university among the regular and self-sponsored students in public universities.

1.3 Purpose of the Study

The study aimed at determining the influence of student's family, financial resources, career interests, and career information in determining degree choice and university placement by comparing students enrolled in regular and self-sponsored modules in Kenya's public universities.

1.4 Objectives of the Study

The objectives of the study were:

- i) Determine the influence of the student's family, financial resources, career interests and career information on degree choice and university placement of regular and self-sponsored students in public universities.
- ii) Establish whether differences exist in the influence of the student's family on the degree choice and university placement between regular and self-sponsored students in public universities.
- iii) Ascertain whether differences exist in the influence financial resources on the degree choice and university placement between regular and self-sponsored students in public universities.
- iv) Find out whether differences exist in the influence of career interests on degree choice and university placement between regular and self-sponsored students in public universities.
- v) Determine whether differences exist in the influence of career information on degree choice and university placement between regular and self-sponsored students in public universities.

1.5 Research Questions

The research question for the first objective was:

- i) Does the influence of the student's family, financial resources, career interests and career information affect the degree choice and university placement of regular and self-sponsored students in public universities?

1.6 Research Hypotheses

The following research hypotheses were derived from the objectives two, three, four and five, and were tested at $\alpha = 0.05$ significance level:

H_0_1 : There is no statistically significant difference in influence of the student's family on degree choice and university placement between students in regular and self-sponsored modules.

H_0_2 : There is no statistically significant difference in the influence of financial resources on degree choice and university placement between students in regular and self-sponsored modules.

H_0_3 : There is no statistically significant difference in the influence of career interests on degree choice and university placement between students in regular and self-sponsored modules.

H_0_4 : There is no statistically significant difference in the influence of career information on degree choice and university placement between students in regular and self-sponsored modules.

1.7 Significance of the Study

The study aimed at highlighting the importance of career information and interests in helping students explore, know and pursue their career choices. Additionally the study underscored the role of the family background as a major factor in influencing the students' career choice. The study served to point out the existing disparity in education access and equity due to financial constraints. The study also served as a feasibility study on the probable causes of career-related problems such as youth unemployment, mid-life career changes, lay-offs and high job turnovers. The study is significant to the Ministry of Education (MOE) whose vision is the provisions of education that is relevant and to assist learners understand the link between education and work. The findings of the study may be of significance to the Commission for University Education (CUE) (formerly Commission for Higher Education (CHE)) which is mandated to run university education in Kenya and make regulations in respect to admission of persons seeking to enrol in public universities. Finally, the findings of the study are significant to the deans and students' counsellors in public universities in Kenya who are charged with the responsibility of providing academic and career guidance to the students.

1.8 Scope of the Study

The study targeted first year students in their second semester of study in both regular and parallel/self-sponsored modules in public universities. The students had completed their first semester and any degree and university changes had occurred. The study focused on determining the influence of the student's family, financial resources, career interests and career information on student's choice of degree programme and university placement. The student's family comprised the parents, siblings and close family relatives. The financial resources considered were the sources of funds available to pay for the student's university education. The financial resources included the parents/guardian's source of income, scholarships and any financial sponsorship. The student's career interests included their preferred career choices, career activities they liked and how the degree choice was related to their study subjects. The career information included information about careers offered in school, either through provision of appropriate resource material or through the personnel of the career guidance programme. The four factors were addressed with different sections of the developed student questionnaire.

1.9 Limitations of the Study

The following factors posed as limitations to this study:

- i) Some respondents might have expressed only their socially acceptable views. The researcher ensured anonymity of the respondents and assured them that the data collected was to be treated with confidentiality.
- ii) Other factors may have influenced the degree choice and placement of students and not only the selected factors. The researcher minimised the influence of other factors by selecting the sample from the main campuses of the earlier established public universities. The intervening variables were studied along with the independent variables.
- iii) The study was conducted in the main campuses of six major public universities with both regular and self-sponsored modules which were established by 2001 by an Act of Parliament. Pointedly, the generalisation of the results should only be confined to first years in the public universities studied.

1.10 Assumptions of the Study

The study was based on the following assumptions: -

- (i) The degree programmes selected for the study had students admitted in both regular and self-sponsored study modules
- (ii) The respondents would willingly and honestly give the information requested in the questionnaires.

1.11 Definitions of Terms

The following were the operational definitions of terms used in the study:

Career information: Referred to sources and resources of adequate occupational data (training requirements, employment opportunities, nature and conditions of work, opportunities for advancement, benefits, job trends and outlook) that a student has access.

Career interest: Referred to an individual's preference for work-related activities which are expressed as likes and dislikes.

Degree Choice: Referred to the area of study or specialisation that a student selects to pursue in the university in the undergraduate studies. In this study career choice referred to the degree programmes the students were undertaking in the public universities.

Student's Family: Referred to influence or information given or advice given to the student concerning occupations, degree programme, and university choice by the parents and close family relatives such uncles and aunts.

Financial resources: Referred to sources of income available and accessible in financing the student's university education. In the study financial resources referred to the family finances, sponsorships, scholarships and family's access to loan or credit facilities.

University Placement: Referred to the process of matching the qualifications of individuals, interests and resources with the requirements of institutions. In the study, university placement referred to the public university the student was admitted to.

Universities' Admission Criteria: Referred to the methods the public universities in Kenya used to admit students based on merit and dependent on the applicant's performance in the K.C.S.E examination. The two methods were; through KUCCPS (formerly, JAB) and/or direct application by the students to the public universities.

Module I/regular/government-sponsored module: Referred to a mode of study whereby students were admitted to public universities through JAB/KUCCPS. In this mode of study, the government met part of tuition fees and related expenses.

Module II/parallel/Self-sponsored module: Referred to a mode of study whereby students applied directly for admissions to the public university. In this mode of study, the student met the full cost of tuition fees and related expenses.

Public University: Referred to an institution granting certificates, diplomas and degrees which is established and maintained with funds from the exchequer.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents various scholarly works that were reviewed for the purpose of the study. The review focused on higher education and the world of work, growth of higher education in Kenya, admissions in public universities, degree programmes and placement in public universities, career guidance and counselling programme in schools and institutions of higher learning. Other areas reviewed included career planning, career choice and career development, and factors influencing career choice and development. Finally, the career choice and development theories that formed the basis of the study were discussed together with the conceptual framework for the study.

2.2 Higher Education and the World of Work

Higher education, post-secondary or tertiary education is an optional final stage of formal education that follows the completion of education (World Bank, 2010). Higher education is available in universities, colleges, training institutes, vocational schools and any other career colleges that award academic degrees or professional certificates (Teichler, 2009). Higher education in the United States and Canada specifically refers to post-secondary institutions that offer Associate degrees, Bachelor's degrees, Master's degrees, Education Specialist degrees or Doctor of Philosophy degrees, or their equivalents, and also higher professional degrees in areas such as law, medicine, optometry, dentistry (World Bank, 2010).

Higher education around the world is in a state of dynamic transition and considerable transformation. The traditional forms and purposes of education that were dominant twenty or thirty years ago are still present, but considerable diversity has now appeared (Owuor, 2012). These changes are driven by various factors, including: the economic and social objectives of government policies; the financial needs and market opportunities facing post-secondary education institutions, whether private, public or mixed; and globalisation (Gudo, Olel, & Oanda, 2011). The transition from higher education to employment is one of the major concerns of many stakeholders where graduate employment and suitable integration to the world of work is a key measure of outcome of the educational function of higher

education (Teichler, 2009). The career success of graduates can be viewed as a direct measure of the quality of higher education.

2.2.1 Growth of Higher Education in Kenya

Higher education in Kenya can be traced back to 1922 when the then Makerere College in Uganda was established as a small technical college to meet the needs of the three East African countries namely; Kenya, Uganda and Tanganyika and Zanzibar, as well as Zambia and Malawi (Court, 1999). In the 1940s and early 50s, it is only this college that was providing university education in East Africa. In 1956, Royal Technical College was established in Nairobi and in 1963, it became the University College of Nairobi and later on became the University of Nairobi (Jowi, 2003). As years went by, the number of Kenyans seeking university education exceeded the capacity of the University of Nairobi. This led to the establishment of Moi University in 1984 as the second and technologically oriented university in the country (Nyaigotti-Chacha, 2004). From then, university education in Kenya has expanded with a rise in student enrolments, number of universities, diversity of programmes and setting up of new universities and campuses. Kenyatta University which had operated as a constituent college of the University of Nairobi since 1972 became a full-fledged university in 1985. A previous Agricultural college also gave way to Egerton University in 1987 (Jowi, 2003). At present Kenya has 36 public chartered universities and 29 private chartered universities (Mukhwana, Oure, Kiptoo, Kande, Njue, Too & Some, 2016).

2.2.2 Admissions in Public Universities

Students are admitted to public universities and their constituent colleges through a joint admission exercise under a common framework or service called Kenya Universities and Colleges Central Placement Services (KUCCPS), formerly Joint Admission Board (JAB). Implementing Policies Responsive (IPR) pointed out that JAB's selection and placement criterion raised serious equity issues which no education policy addressed (IPR, 2010). According to the report, the introduction of self-sponsored programmes and the frequent raising of cut-off points for public university admission had contributed greatly to low enrolment rates, low transition rates and economic disparities of students (IPR, 2010). This led to the establishment of a central placement service for both universities and colleges to ensure adherence to merit and laid down admission procedures (Mukhwana, et al, 2016).

The new placement service was formed under the Universities Act No. 42 of 2012. Under the act, Kenya Universities and Colleges Central Placement Board (KUCCPS) is responsible for the placement of government sponsored students to universities and colleges, as well as disseminating information on available programmes, their costs and areas of study as prioritized by the government (KUCCPS, 2014). KUCCPS ensures fair access to university education, based on academic merit for institutional-based undergraduate students; this excludes students who are admitted to distance learning education or self-sponsored programmes (Masara, 2009). Students admitted through KUCCPS get funding from the government. This admission exercise is performed annually before the start of each academic year, for candidates who have sat the Kenya Certificate Secondary Examinations (KCSE) the previous year. KUCCPS determines the selection criterion (which is based on merit and dependent on the applicant's performance in the Kenya Certificate of Secondary Education (KCSE) examination) and cut-off points for admission and places the applicants according to their degree choices and the declared capacities of the public universities. Student enrolment in public universities in Kenya has increased very rapidly with the student enrolment in Kenya's universities standing approximately at over 200,000 (Mukhwana et al, 2016). With the additional students in the self-sponsored module, the numbers are now much higher.

2.2.3 Degree Programmes and Placement in Public Universities

Many secondary school graduates and the working class look for opportunities to pursue university education (Gudo, Oliel & Oanda, 2011). The demand for university education in Kenya has significantly increased and has continued to swell. This has been illustrated by the rise in enrolments in public and private universities, the proliferation of more private universities and the establishment of private wings (self-sponsored module) in the public universities (Gathura, 2011). Some students who are not initially offered their preferred degree programmes or placed in the universities of their choice, are offered two more chances to review their choices before joining the public universities. Other students make the change immediately after admission into the universities (KUCCPS, 2014). The fees for students admitted through KUCCPS are substantially subsidized by the government and the tuition fees payable is also determined in consultation with the government. Other charges are determined by the respective universities because similar degree programmes from different universities have different cut-off points and clusters, depending on the number of applicants that each programme attracts, and the capacity of each programme (KUCCPS, 2014).

Apart from the regular students admitted through KUCCPS under government sponsorship, public universities also admit students through self-sponsored module /Module II (Nyaigotti-Chacha, 2004). The fees for self-sponsored students are determined by individual universities and vary across universities and degree programmes (Mukhwana et al, 2016). The self-sponsored students apply directly for their preferred degree programmes in their respective public universities. This self-sponsored module offers the students the advantage of being offered their preferred degree programmes and also to study in their preferred university (Gudo, Oliel & Oanda, 2011). Gathura (2011) asserts that the self-sponsored module has opened invaluable opportunities for thousands of Kenyan students who meet university admission requirements but do not secure admission due to the restricted intake into the regular modules determined by the limited government funding.

Although the self-sponsored modules have opened more opportunities to Kenyan students who qualified for university education, it has compounded the inequality of opportunity in education. Often times the self-sponsored students are admitted earlier than their counterparts in government sponsored module and graduate earlier because some module II programmes offer three semesters in one year. Owuor (2012) points out that often regular students admitted through KUCCPS sometimes wait for more than one year in some public universities before joining the institutions. This has exacerbated income disparities in Kenya, even when education is expected to equalise opportunities. Otieno (2005) observes that the self-sponsored programme-expanded-capacity is only for students from high and middle-income families and certainly not for genuinely poor students. Maiyo and Chepkurui, (2006) accentuate that although Higher Education Loans Board (HELB) offers students loans to cover their tuition and personal needs, not all the needy students receive the loans due to limited funds.

Not all students who get admitted into the public universities end up studying in their choice university or pursue their preferred degree choice. Gathura (2011) noted fact that a significant number end up students being slotted in the available vacancies in other programmes offered by the universities. A recent study by Okiror and Otabong (2015) on factors influencing career choice among undergraduates in Makerere University showed that career guidance in schools was a significant factor in choosing degree programme in Agriculture in the university. Thus career guidance is essential in helping the students make informed degree choices and vocational choices (Mutie & Ndambuki, 2004). Career guidance involves helping

students to productively relate academic and career matters. The career guidance also assists students in schools to acquaint themselves with institutions of higher learning and assistance available in the form of scholarships, stipends, grants and fellowships. Savickas (2002) assert that a competent career counsellor is a key figure in helping academically undecided students and those who need career counselling.

2.3 Concern for Career Guidance

Young people need career guidance to be able to discover abilities, inclinations and to outline their future. Mihaela and Cristina (2015) state that the insufficiency of career information and guidance in the pre-university education, determines the high rate of disorientation of the potential students in choosing the degree programmes they want to pursue in university, or worse, determines school dropout. The need for career guidance is clearly evident in the increasing difficulties in career decision making, the underutilisation of human resources, job dissatisfaction, and such perennial and persistent problems of youth unemployment problems (Brown & Lent, 2005; Lenz & Sampson, 2008)). The world of work has changed considerably and significantly and many young people are facing challenges in selecting a suitable and relevant career. The graduate labour market has changed noticeably with more university graduates experiencing difficulties in entering the labour market. According to Ponge (2013), the greatest challenge for graduates in Kenya is not lack of employment, but unemployability. Technological changes have resulted in related societal changes such as population shifts, altered consumer demands and major polices regarding health, education and welfare.

A background paper by the Association of African Universities (AAU) stated that the unemployment among youth in Africa has almost reached crisis levels (Kigotho, 2015). According to the paper, statistics revealed nearly 60% of Africa's youth between the ages of 15 to 24 were unemployed and a significant number of them were graduates. A survey that sought the views of employers on the employability of graduates from East African universities was conducted on employers in the five East African Community (EAC) countries; Kenya, Uganda, Tanzania, Rwanda and Burundi (Mungai, 2015). The findings of a survey released by the Inter-University Council for East Africa (IUCEA) in 2014 found out that 51% to 63% of the graduates were found to be “half-baked”, “unfit for jobs” and “lacking job market skills”. The worst records were in Uganda (63%) and Tanzania (61%). Ponge (2013) asserts that there has been an apparent increase in career-related problems such

as; youth unemployment, mid-life career changes, frequent job lay-offs, restructurings and high job turnovers. This has resulted in job frustration, stress, and burnout, which affects productivity with far reaching social and economic consequences (Lenga, 2010). According to Teichler (2009), social and cultural changes have also altered traditional concepts and expectations that resulted in sex-role stereotyping and discrimination in the world of work. Although progress has and will continue to be made in addressing unemployment issues, more research need to be done to mitigate this problem.

2.3.1 Need for Career Guidance in Schools and Colleges

The myriad of career options and the complexity of the world of work pose a great challenge to the young people in schools and colleges today. The greatest challenge for students today is to understand the connectivity between schooling and career (Patton & McMahon, 2006). Kenya Institute of Education (KIE) (2004) asserts that only the school has the ability of significantly shaping the three common human experiences, namely; development, education and work. Career guidance is commonly offered to people who are continuing with education, when they are transitioning to the labour market, when they are changing career, during periods of unemployment, and during transition to retirement (Gysbers, 2008). Support may be offered by career professionals, other professionals or by non-professionals such as family and friends. Services offered in career guidance are intended to assist people of any age and at any point throughout their lives to make educational, training and occupational choices to manage their careers (Capuzzi & Stauffer, 2012). Career guidance helps people to reflect on their ambitions, interests, qualifications and abilities (Organisation for Economic Cooperation & Development, OECD, 2004). It helps them to understand the labour market and education systems, and to relate this to what they know about themselves. Comprehensive career guidance tries to teach people to plan and make decisions about work and learning (Gysbers, 2008). Career guidance makes information about the labour market and about educational opportunities more accessible by organising it, systematising it and making it available when and where people need it.

The Ministry of Education defines career guidance as the process of assisting an individual who possesses certain attributes, abilities and possibilities to select from many occupations, one that is suitable to him/her and then assist him/her to prepare for it, enter into it and progress in it (MOE, 2009). It is a lifelong process needed at various stages in life which is aimed at helping an individual make specific choices, reconsider and evaluate the choices.

The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services). They include career information provision (in print, ICT-based and other forms), assessment and self-assessment tools, counselling interviews, career education programmes (to help individuals develop their self-awareness, opportunity awareness, and career management skills), taster programmes (to sample options before choosing them), work search programmes, and transition services (Kidd, 2007). Countries such as those in European countries were noted to have well laid down policy papers that guide careers education in government sectors (Organisation for Economic Cooperation & Development, OECD, 2004). American schools on the other hand had school counsellors who, on a daily basis, were involved in career education, career planning and much more (American School Counsellor Association, ASCA's, 2010). School counsellors from these countries were observed to be supported by sufficient on-line resources for their work in schools.

Sindabi (1992) points out the fact that, though guidance and counselling programmes have been introduced into Kenya schools since the 1960s, a survey of literature revealed the need for research to establish the status of the career guidance in Kenya. He recommended research to establish the effectiveness of the career guidance which is a component of the guidance and counselling programme. A study by Orente (2011) on the status of career guidance in public secondary schools in Nairobi County, found out that schools implemented different of career guidance and counselling programmes. The study also found out that the career guidance and counselling teachers were available but not adequately empowered with career guidance skills, knowledge and facilities to carry out effective career guidance services, and the career guidance and counselling resources available were inadequate.

In another study by Gitonga (2013) on factors influencing career indecisiveness among students in Kiambu showed that insufficient occupational knowledge, poor self knowledge with students and ill equipped careers education resources in schools as major factors. The study further revealed that the career counsellors had inadequate knowledge and training on career counselling. In another study by Ombaba, Keraro, Sindabi and Asienyo (2014) in secondary schools in Nakuru, Kisii and Migori counties, the findings showed that not all schools had adequate career guidance resources and career information materials. The findings indicated that the students did not attribute their career choices to the effectiveness of the guidance services offered in the school. The study recommended that the school

resource centre should be more equipped to support the guidance programme. A recent study by Wambu and Fischer (2015) on historical, current and future statuses of guidance and counselling in Kenyan schools, found out that lack of standardized training curriculums and counsellor's role ambiguity still persisted. The study recommended the implementation of organized comprehensive guidance and counselling programmes that addressed the needs of all students (Garnesby, 2013). Taking into consideration these findings, this research sought to find the extent to which career information resources (which include personnel and career information sources) influence the choice of degree programmes and university placement of students in public universities.

The career guidance programme's role in the school setting must be one of facilitating and enhancing the school's contribution to the learning, growth and development and preparation for work of the young people. Together with the availability of career information resources, the career counsellors should be competent in helping students with career choice issues. Gacohi, Sindabi and Omulema (2011) point out that the career counsellors must be skilled and possess the understanding of theory and techniques of counselling. In order for the career counsellors to be effective, they must possess immense knowledge of the world of work in line with the dynamic local, national and international occupational trends (Ngumi, 2008, Mumiukha, 2011). The career guidance and counselling teachers are often overloaded with academic class work and have inadequate occupational information (Orenge, 2011). The identity of the school counsellor in Kenya is still a subject of debate among all the stakeholders. The lack of a clear identity has left the school counsellor's role under the interpretation of all, including the school principals, teachers, parents and even the school counsellors themselves. School counsellors continue to perform classroom duties in addition to their counselling responsibilities (Wambu & Fischer, 2015). Normally the pre-requirement to be appointed and train as a guidance counsellor has been that one must be a certified teacher (Wambu & Wickman, 2011). Hence, the entry point for most guidance counsellors training was master's level. Recently, this requirement has changed with some universities offering training for school counsellors at the bachelor's level.

Training career counsellors at the bachelor's level may have the benefit of producing more school counsellors to serve in high schools and primary schools that currently do not have trained professional counsellors (Mumiukha, 2011). At present, many Kenyan universities are offering counselling courses and advanced degrees in the field of guidance and counselling

(Wambu & Fischer 2015). The government through the Ministry of Education is encouraging the teachers to undergo training by granting them study leaves and salary increments after graduation. Although the Ministry of Education in Kenya has periodically produced career booklets to support learners in the career choice and development process, these efforts have not been adequate in assisting the students in making career decisions.

2.3.2 Objectives of Career Guidance and Counselling in Schools and Colleges

The major objective of career guidance is to assist the student in integrating the information about himself/herself and the occupational world and evolving a plan for career development (Savickas, 2002). Through career counselling, the student acquires self-understanding and acceptance of his/her personality, interests, aptitudes, background and situation (Mutie & Ndambuki, 2004). Gibson and Mitchell (2003) give the following guiding principles which can be adapted by schools as appropriate objectives in the development and administration of career guidance and counselling programme in schools and colleges:

- (i) All students should be provided with an opportunity to develop an unbiased base from which they can make their career decisions.
- (ii) The student must be brought to view a career as a way of life and education as a preparation for life.
- (iii) Students must be assisted in developing adequate understanding of themselves and must be prepared to relate this understanding to both social-personal development and career educational planning.
- (iv) Students at all levels must be provided with an understanding of the relationship and the link between education and careers.
- (v) Students should be helped to understand the meaning and purpose of the different stages of the educational continuum and their requirements.
- (vi) Students at every stage of their educational programme should have career-oriented experiences that are appropriate for their levels of readiness and simultaneously meaningful and realistic to their future careers.
- (vii) Students must have opportunities to test concepts, skills, and roles to develop values that may have future career applications.
- (viii) Career guidance programme should be integrated into the functioning school's guidance counselling programme and into the total educational programmes.
- (ix) Students must be prepared to cope with dramatic changes in the world of work that have eliminated many of the traditional characteristics of careers from the past.

- (x) Students must be assisted in developing the career maturity necessary for making effective career decisions and entry to world of work (Gibson & Mitchell, 2003).

2.4 Components of Career Guidance Programme

The career guidance programme in schools and colleges should be structured in such a way that aims to address the career needs of the students. The services provided by the career guidance programme to the students should include areas that emphasize on and facilitate career development and adjustment (Patton & McMahon, 2006). Although Wambu and Fischer (2015) stated in their findings that there was no standardized curriculum for the career guidance programme in Kenyan schools, identifying essential elements that can be included in the career guidance programme is important. These elements address and meet the students' career development needs (Garnesby, 2013). These elements are; self-awareness, career awareness and exploration, career counselling, career planning and decision making, career placement and follow-up.

2.4.1 Self Awareness

The career guidance programme should provide for activities that help individuals learn about, develop and use their aptitudes, abilities, interests, values, opportunities, personality, and achievements (Gikopoulou, 2008). This promotes self-understanding and awareness which is necessary in career decision making. This can be done by using psychological tests such as; personality tests, aptitude tests, career interest survey, and work values. This element is designed to collect, analyse and use variety of objective and subjective personal, psychological and social data about learners so as to achieve better understanding of themselves (Foxcroft & Roodt, 2009). The counsellor may also use such techniques as value clarification exercises, written assignments, and group guidance activities. However, it is important that these assessment techniques are free of gender or cultural bias (Capuzzi & Stauffer, 2012). It involves helping the student in learning about his/her own aptitudes, interests, values and personality traits. This is very crucial in the development of concepts related to self and the utilization of these concepts in career exploration.

2.4.2 Career Awareness and Exploration

The student is made aware of the relationship between self, educational opportunities, and the world of work as an important aspect of career planning. Counsellors may use group activities, educational awareness inventories, games that relate hobbies to recreational

activities and guided activities to help the students understand the relationship between desirable school habits and good worker traits (Brown & Associates, 2002). Career awareness involves providing the students with adequate and appropriate career information that fosters continuous expansion of the student's knowledge and awareness of the world of work (Lenz & Sampson, 2008). This is achieved by provision of accurate, understandable and usable facts that describe, explain, and interpret entrance requirements, opportunities for employment, working conditions, nature of work done, duties performed, opportunities for advancement, rates of pay, health hazard encounters, trends and outlook (Ghose, 2002). Integrating career information into classroom instruction enhances the meaning of the relationship between learning in school and living out of school (Savickas, 2005). This career information is important to the counsellors, parents, students, classroom teachers, and administrators and education programme planners (Gacohi et al, 2011). Sources of career information include career booklets, media (both print and electronic), college catalogues, bulletins, career journals, audio visual aids and internet.

Career awareness can also be enhanced in career exploration through industrial tours, field excursions, job shadowing, career days and clubs, and career talks by professionals and career specialists (OECD, 2004). Career awareness assists the learner develop recognition of the relationship between learning, values, lifestyles, and careers (Walsh & Osipow, 2014)). Career exploration represents a movement toward a systematic, planned inquiry and analysis of careers that interest the student. Counsellors may use group activities, educational awareness inventories, games that relate hobbies to recreational activities and guided activities to help the students understand the relationship between desirable school habits and good worker traits (Lenz & Sampson, 2008).

2.4.3 Career Counselling

Career counselling is the one-on-one and group professional assistance in exploration and decision making tasks related to choosing an area of subject specialisation, college major or choice of degree programme, occupation, transitions into the world of work, further professional training (Kidd, 2007). It is the interpersonal process designed to assist in self-awareness and career awareness so that one is able to make suitable career choices or solve their career development problems (Gikopoulou, 2008). Career counselling helps in assessing students' interests, personality, values and skills, and helps them to explore career options and opportunities in colleges, universities, professional schools and the world of work. The

student (client) is helped to explore, discover, develop, accept, clarify and integrate various career abilities and possibilities, and to choose among available alternatives. According to Capuzzi and Stauffer (2012), career counselling includes a wide variety of professional activities which focus on supporting students in dealing with career-related challenges - both preventively and in difficult situations (such as unemployment). It also includes helping individuals clarify their knowledge about their values, interests, personality, or skills.

Although work and educational choices are likely to be important issues, many students will also need help in dealing with broader concerns, such as subject choices, developing good study habits, coping with stress and the frustration of declining grades (Ngumi, 2008). The primary purpose of career counselling is to help one learn how to explore and investigate potential career options and occupations. Interest inventories and career tests will help in organizing thoughts and ideas about subject majors, careers and occupations (OECD, 2004). Makinde (2006) states that career counselling assists in self-awareness and career awareness so that they are able to make suitable career choices or solve their career development problems. Career counselling can be offered in various settings, including in groups and individually, in person or by means of digital communication.

2.4.4 Career Planning and Decision Making

Career planning is a decision-making process in which individuals identify the options open to them in occupational, educational and leisure areas of life. It refers to an ongoing process that involves plans to pursue a certain career that allows for change and provides for individual needs across the life span (Walsh & Osipow, 2014). It is the process of reassessing individual learning and development over a period of time. Career planning is helpful for individuals who are still in school, or a school leaver, when looking for a job or when one is changing a job or career (Garnesby, 2013). Career planning resources should be part of the comprehensive school counselling programme designed to guide students through a successful transition from school to viable postsecondary options and to develop the career self-management skills necessary for life-long career success.

Comprehensive career planning stresses the importance of knowing enough about one's unique attributes, about specific career fields, and about life priorities. The students need to learn the process of decision making, including choosing between competing alternatives, examining the consequences of specific choices, learning the value of compromise and

implementing a decision (Savickas, 2005). In order to make a career decision, the student needs to narrow his/her career possibilities and examine and test these options as critically as possible. Garnesby (2013) states that career planning is a structured process for analyzing one's skills and interests, formulating long-term goals and devising strategies to achieve them. It involves mainly five steps namely; self assessment, career exploration, career decision making, career goal setting and taking a career action. The career that an individual chooses will influence an individual's entire lifestyle, self-concept, income, prestige, choice of friends and living location (Lenz & Sampson, 2008). It is influenced by many of the same factors, but it focuses attention on work tasks and work environments.

2.4.5 Placement and Follow-up

This component represents an organized effort to match the qualifications of individuals plus interests and resources with the requirements of institutions and programs (Zunker, 2006). This connecting link between the school and the next station the student is planning to enter. The placement service assumes a logical sequence in the guidance programmes by providing the student with an opportunity to utilize the career development one has achieved (Ngumi, 2008). This is designed to help the students select and utilise opportunities within school and in the labour market. According to Patton and Creed (2001), the placement service embraces all those activities which assist the student in post high school adjustment whether it be full-time employment, part-time work, or additional educational training.

Placement also consists of providing individuals with exploratory and work experiences such as field attachments, practicum, job shadowing, volunteer work, apprenticeship, as well as placing the individual in a career training or educational institution. Makinde (2006) state that placement involves college selection, part time education and training and placement on a job, in addition to many other situations upon leaving school. Education placement entails an organised effort to match the qualifications of individuals plus personal interests and resources with requirements of institutions and programmes (George & Cristian, 2012). School counsellors with responsibilities for college and other postsecondary educational placement provide students with information regarding institutional entrance requirements, expenses, characteristics of institution, and programme content (Savickas, 2005). In Kenyan secondary schools, the counsellors also are required to assist students in filling university degree programmes application forms for public universities. Placement also includes placing the student in a proper vocational training institution (Mutie & Ndambuki, 2004).

The purpose of follow up is to compliment and provide evidence of the effectiveness of the placement programme and the career guidance services offered to individuals and community (Makinde, 2006). It also involves following up with those already placed and assessing how satisfied the individuals are with their placement. Follow up also seeks to monitor the career progress of individuals and the adequacy of their previous preparation experience, and future plans and recommendations (Brown & Lent, 2005). The counsellor may also conducts occupational surveys and follow-up studies to procure data on local training and employment conditions, labour turn-over, job opportunities and the changing trends in the job market. In college placement, follow-up seek to identify how adequately prepared for college the student is and the areas of strength and weakness, adjustment to the degree programme in college, and recommendations for improving the placement process.

2.5 Career Life Planning

A large proportion of life is spent in setting and achieving career goals, thus it is very important to make sure that right steps were taken and correct planning was done in the early years of your life (Walsh & Osipow, 2014). The majority of the people are not sure what they want from life and so it is very important to plan out things. Thus career life planning is what gives our career and in some way our lives, true meaning and purpose. Ellis (2009) asserts that the career that one selects and enters will influence an individual's entire lifestyle, self-concept, income, prestige, choice of friends and living location. Career life planning is a deliberate process to plan one's life holistically, including major life domains such as work, learning, relationships, and leisure; and to engage actively in steps for implementing these plans in one's social context (Capuzzi & Stauffer, 2012).

Career planning is the process of re-assessing individual learning and development over a period of time. It is a decision-making process in which individuals identify the options open to them in occupational, educational and leisure areas of life (Garnesby, 2013). It refers to an ongoing process that involves plans to pursue a certain career that allows for change and provides for individual needs across the life span. Career planning is helpful for people who are still in school, or a school leaver, when looking for a job or when one is changing a job or career. Patton and McMahon (2014) affirm that career planning is influenced by many factors, but it focuses attention on work tasks and work environments. Comprehensive career planning stresses the importance of knowing enough about one's unique attributes, about

specific career fields, and about life priorities. Career and life planning is a continuous process in which an individual keeps on:

- i) Thinking about his/her career interests, values, skills and preferences;
- ii) Exploring the life, educational and work options available;
- iii) Ensuring that the career chosen fits with one's personal attributes and circumstances; and
- iv) Continuously evaluating one's career work and educational plans to cope with the changes in life and the world of work.

Career planning is a structured process for analyzing ones skills and interests, formulating long-term goals and devising strategies to achieve them (Ellis, 2009). It can assist in creating the best fit between personal strengths, needs, and preferences, with viable options in the job market. While one can formulate a career plan without expert help, a detailed career planning process is frequently more effective if a person seeks assistance from a career counsellor (Walsh & Osipow, 2014). Alternatively one can seek advice from professionals already established in his/her target career. Career planning resources should be part of the comprehensive school counselling programme and be designed to guide students through a successful transition from school to viable postsecondary options (Lenz & Sampson, 2008). Availability of career planning resources will help students develop the career self-management skills necessary for life-long career success. The career planning process takes place in five steps namely; Self assessment, Career exploration, Decision making, Goal setting, and Taking action

2.5.1 Self Assessment

Self assessment is the process of identifying and documenting information about self in order to make an informed career decision (Garnesby, 2013). Self-assessment is a process that helps individuals in assessing their skills, values, career interests, personality traits, aptitudes, potential, strengths and ability to fulfil their career goals. By using standardized and informal assessments, and in-depth discussions, individuals are helped to identify their skills, achievements, talents and strengths, career interests and passions, work and life values and their personality traits (Lenz & Sampson, 2008). Based on the assessment, a career plan is developed which helps in finalizing the profession and career path one wants to choose. Self assessment begins by asking about where individuals are now, where they want to be and how they are planning to get there.

2.5.2 Career Exploration

Career exploration is the process of assessing one's self in terms of careers. Its purpose is to enable the individual to plan and follow a flexible course of action that will lead to a satisfying future career (Savickas, 2008). This step is about exploring the occupations and learning areas that are of interest. Once individuals have some information on their occupational preferences they can research the specific skills and educational qualifications required for those occupations (Lenz & Sampson, 2008). They can generate a list of occupations, and obtain valuable information about them. This process of exploration will require the individual to do the following:

- i) Research on career fields and occupations using career guide booklets and online resources.
- ii) Learn about duties and responsibilities, skills, training and education required, working conditions, salary, employment outlook, career path, and related occupations. This will help in matching up individual attributes, skills and interests with related occupations.
- iii) Identify career trends and emerging occupations.
- iv) Conducting informational interviews and consultations with members of professional organizations such as; Law Society of Kenya, Kenya Medical Practitioners and Dentists Board, Institute of Surveyors in Kenya, Kenya Association of Manufacturers, Media Council of Kenya, Kenya Guidance Counselling Psychological Association.
- v) Career reality testing which includes job shadowing, internships and volunteer work to get first-hand experiences on aspects of a career of interest.

2.5.3 Decision Making

This process involves comparing available career options, narrowing down the choices and coming up with what suits a person best at that point in time. This step assist the individuals understand how they get to their desired goals (Capuzzi & Stauffer, 2012). This step is based on the information acquired from self assessment and occupational exploration. Decision making helps in narrowing down choices and achieving career clarity and focus (Lenz & Sampson, 2008). This can be accomplished in three steps; developing and implementing decision making skills, evaluating career options, and considering self-employment and/or alternative work arrangements (Ellis, 2009). At the end of this process individuals will have narrowed down their options and have ideas of what they need to do next to help them achieve their career goals.

2.5.4 Goal Setting

This process involves coming up with a plan which sets out the steps to help you achieve your next learning or work goal. This step requires individuals to make a plan such as how they are going to achieve and fulfil the steps they have decided above (Ellis, 2009). The best way to come up with an action plan is to come up with personal goals. Setting goals helps one to have a direction, focus, passion and commitment. Good goals serve as the ‘shooting target’ in archery (Garnesby, 2013). Each goal set should be S-M-A-R-T (Specific, Measurable, Achievable, Realistic and have a Time bound). This is accomplished in four steps:

- i) Clarifying and setting short and long-term goals,
- ii) Identifying barriers for accomplishing these goals,
- iii) Developing coping skills to overcome challenges in achieving the goals, and
- iv) Formulating a concrete and realistic plan of action related to your chosen career.

2.5.5 Taking Action

This process involves translating the career goals and plans into action. Individuals use all they have learnt about their skills, interests and values together with the information they have gathered about the world of work to create a plan of action (Ellis, 2009). Implementation of the short term goals may include identifying and selecting the study subjects related to one’s desired career, start improving on the career related subject choices and academic achievement, selecting degree programmes or college majors to study in institutions of higher learning, writing an application for a job in a desired career, among other courses of action (Walsh & Osipow, 2014).

2.6 Career Development

Career development is a major aspect of human development and spans through an individual’s entire lifetime. It is the process through which a person’s work identity is formed. Brown and Lent (2005) aver that career development is a continuous lifelong process of developmental experiences that focus on seeking, obtaining and processing information about self, occupational and educational alternatives, life styles and role options. Thus, Career development can be defined as the life long process of developing beliefs, values, skills, attitudes, interests, personality characteristics and knowledge concerning the world of work (Kidd, 2007). It is the aspect of one’s total development that emphasizes learning about, preparation for, entry into, adjustment and progress into the world of work.

Career development begins with an individual's earliest awareness of the ways in which people make a living. For example when a child observes that some people are doctors, others are police officers and some are teachers, it signals the start of career development process, which continues as that person begins to role play, explores and ultimately decides on what career to pursue. Career development also involve getting the required education and training, then apply for and get a job, and ultimately advance in it (Patton & McMahon, 2014). For some people, this will also include re-careering and job change at least once, but probably more often. While many individuals go through this process independently, almost everyone can benefit greatly from getting career guidance (Capuzzi & Stauffer, 2012). A career counsellor or other similarly trained specialist, career education, or another means of managing one's career development, can result in an individual forging a more satisfying and successful career path (Zunker, 2006). This type of intervention can begin as early as elementary school and should continue through adulthood. The influences on and outcomes of career development are one aspect of socialization and a part of the broader process of human development.

Super (1990) postulates that career development is a process that takes place in various developmental stages in one's lifespan with each stage having specific developmental tasks to be achieved. Career maturity is demonstrated in the mastery of developmental tasks of each career life stage (Zunker, 2006). Successful achievement or mastery of tasks leads to happiness and success with the later tasks, while failure leads to unhappiness to the individual, disapproval by the society and difficulty in handling later tasks (Havighurst, 1972; Savickas, 2005). Career choice is one of the major developmental tasks in the exploration stage of career development in which the adolescents are in.

2.7 Career Choice

Patton and Creed (2001) describe career choice as a process of growth reflecting a phase or stage of development in a person's career development rather than a simple or single event. Brown and Lent (2005) attest to the view that often this development can be traced to the influences exerted on the individual since birth. An individual does not reach the ultimate career decision at a single moment in time, but through a series of decisions over a period of many years. Career choice is a synthesis of an individual's academic potentials, attitudes, talents, interests, personality, values, expectations and available resources (MOE, 2009). It is a process in which an individual not only chooses a career, but also eliminates and

consequently misses out on others (Zunker, 2002). It is the outcome of the synthesis of career and self-assessment, that is, a match between an individual's academic potentials, attitudes, talents, interests, personality, values, expectations and available resources. Career choice is the outcome of a series of decisions, transactions, and adjustments which are made over a period of years, and in the context of many influencing factors.

2.8 Factors Influencing Career Choice and Career Development

This section critically reviews literature on factors that influence career choice. Different studies have focused on a number of different factors. Some of these factors seem to exert high or low influence depending on the locality, culture, age and the labour market needs among other contexts of research study. The career choice that adolescents make is a decision that is influenced not only by their development but also by the context in which they live (Ferry, 2006). A career choice made in the context of the many influencing factors ensures that individuals choose careers in which they will be reasonably contented and successful within the limits of their abilities (Brown & Lent, 2005; Savickas 2008). Super (1996) summed up the factors influencing career choice and development into three categories namely; personal factors, situational factors, and role factors. Personal factors include intelligence, aptitude, interests, values, attitudes, personality and physical characteristics. The situational factors include family influence, socio-economic status, school experiences and career information whereas role factors include gender and role expectations. According to (Hewitt, 2010), the factors influencing career choice can either be intrinsic or extrinsic or both. Hewitt further states that most people are influenced by careers that their parents favour, others follow the careers that their educational choices have opened for them, and some choose to follow their passion. Koech, Bitok, Rutto, Okoth, Korir, and Ngala (2016) contend that other people will choose some careers regardless of how much or little it will make them succeed while others choose careers that give high income. The first four factors discussed (family influence, socio-economic status, career interests and career information) are the selected variables of this study. The other factors discussed were considered as extraneous variables.

2.8.1 Family Influence on Career Choice

The level of parental involvement in a child's life, whether positive or negative, can impact how the child chooses his/her future careers. Studies on child development have proved the powerful and dominant influence the family plays on an individual's choice of career as a

source of advice, role models, guidance and values (Zunker, 2006). The findings of a study done by Shumba and Naong (2012) claimed that parents with higher-income jobs recommended their careers to their children more than parents with jobs that fall on the lower end of the salary spectrum, such as teachers who discourage their children from choosing careers of their parents. Conclusions from a study conducted by Dietrich and Kracke (2009) primarily to determine the value of parental involvement in career development showed that the majority of the students were supported and highly regarded the support by their parents in their respective career choices. The abilities, interests, physique, and personality of the individual, are largely determined by hereditary factors and the particular constellation of genes which the individual inherits from his/her parents and ancestors (Bandura, Barbaranelli, Pastorelli, & Caprara, 2008).

Research studies on educational and vocational aspirations of female students by Mau and Bikos (2000) showed 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. Ghose (2002) asserts that the parents' judgment of the child's capacities and characteristics, the status and role the child experiences in his/her relations with them, their acceptance or rejection of him/her as a person, play a vital role in helping the child develop the self-concept of himself/herself as a worker which he/she implements in the course of his/her career development. Other family aspects that influence career development are the educational level, career expectations and aspirations of the parents (Shumba & Naong, 2012). According to Koech, Yano, Rotich, Korir, Mutai and Kosgei, (2015) parents are particularly influential persons affecting the process of college selection of students in the university. These findings are similar to the ones of Water, Abrahamson and Lyons (2009) which indicated that parents have the strongest source of influence of their children's choice of university. The main reason might have been as a result of parents being seen as the driving force in terms of availability of finances to fund their children higher education.

Bandura et al (2008) attests to the view that parents can influence their children about occupational choices at an early age through the way they present information about occupations and values, as well as through the experiences they provide to the children as they develop into adolescents and young adults. According to Khamadi, Bowen and Oladipo

(2011), parents may communicate to their children the value and the importance of going to college and attaining a professional degree as a means of attaining a career in medicine, law or business; while other parents may communicate that college is not as important and place a higher value on being for instance, a movie star. The adolescents' career aspirations can also be influenced by the aspirations or expectations of their parents/guardians (Dietrich & Kracke, 2009). Research has shown that there exists a relationship between father's occupation and the son's career choice (Shumba & Naong, 2012). The family provides the earliest adult role models with whom the individual may identify or whom he may reject.

On a different view, a research conducted by Cridland, English, Hayles, McDonald and McHugh, (2014), did not support earlier research studies done on family influence on students' career choice and choice of university. The study found out that when the parental influence was negative, the student felt they had no other choice, and agreed to the parent's choice out of necessity, rather than desire. Students who felt high levels of positive support in their decision-making process had higher positive levels of satisfaction with their choice of major during university or college. According to Omari (2014), additional aspects of one's family background can be influential in career decision making. In several study for college students, researchers have found out that parents are the most influential career role models for students. Mothers in particular seem to exert greater influence during their children's high school years and fathers seem influential in college aged children's decision making (Bandura et al, 2008). The findings indicated very little evidence to suggest that parental influences played a major role in the decision making process of students. This study sought to determine the extent of the family influence over other factors that may influence the students' career decision process.

2.8.2 Financial Resources' Influence on Career Choice

Studies show that the socio-economic status of the family appears to exercise the most potent influence of all. The level and quality of education available and aspired to, as well as the level of work aspired and accessed, are greatly affected by the family's finances and social contacts (McMahon, Patton & Watson, 2005). Findings from a study by Kibera (1993) showed that students from high socio-economic backgrounds displayed high career aspirations and expectations as compared to same level students of low socio-economic backgrounds. The Socio-economic factors such as salaries and benefits may also influence an individual's level of commitment to the profession. Sellers, Satcher and Comas (2009) in

their study on occupational aspirations found out that children from families with higher financial resources have higher career aspirations and better chances of finding employment than those from low socio-economic background. A study done by Roberts (2012) on career development among the lower socioeconomic strata in developed countries indicated that a high family financial status was related to stronger career orientation and innovation among the children.

Mutero (2001) asserts that students from well-off backgrounds may have better social networks or “connections” and also better education as compared to the youth from worse off socioeconomic backgrounds, thus making them more competitive for employment. According to Hooley (2012), the well-being of modern society is dependent not only on traditional capital and labour but also on the knowledge and ideas possessed and generated by individual workers. Education is therefore the primary source of this human capital, especially higher education. To underscore this, a research by Omari (2014) established that there was a direct relationship between formal education and occupation in Kenya. Those with higher education were more likely to be employed than those with no formal education. Mulongo (2013) recommends that Higher Education Loans Board (HELB) explore new avenues for funding in order to enhance access and equity to university and higher education and ensure that all qualified students access the loans especially the many young Kenyans who are victims of regional disparities caused by high costs of higher education coupled with remoteness and underdeveloped infrastructure.

Additionally, young people from well off backgrounds may benefit from gainful employment in family enterprises or may have capital to be gainfully self employed (Mulongo, 2013). On the other hand poor youth may have lesser education and lesser capital therefore making them vulnerable in the job market. Hooley (2012) attests that the family financial status determines things like where individuals live and which school they attend. In turn, these can affect their values, occupational expectations, opportunities, and gender role expectations. Usually, social status is passed down from generation to generation, individuals may not benefit by being exposed to many opportunities or on the other hand may not have the opportunity to recognize all the career option open to them (Omari, 2014). This study sought to determine the influence of financial resources available to the students and establish the differences in its effect on self-sponsored and government-sponsored students.

2.8.3 Influence of Career Interests

Kelly-Plate and Volz-Patton (1991) describes interests as those things a person enjoys doing and spends time thinking about and they influence his/her career choice. A study done by Dietrich and Nurmi (2011) showed that the persons who were stable in their jobs showed interest patterns most suitable to the work of their choice. Career interests, preferences and competencies develop over time and also change with time and experience, thus making career choice and adjustment a continuous process. According to Santrck (2005), the two determinants of interests are nurture, which emphasizes socialisation and learning and includes numerous environmental and psychological influences; and nature, which emphasizes genetics and hereditary interests. When the students know their interests, they are able to develop career aspirations related to their interests. Hewitt (2010) concurs that interest has become the most important factors in determinant and measures of occupational selection.

Findings from a study by Omari (2014) on United States International University (USIU), students found out that most of the students would like to work at something they enjoy. Research findings indicated that university students put self-interest before societal interest and rate and value money and power as primary motivators in finding a job. According Hooley (2012), interest inventories have been developed to help identify interests and relate them to career and occupations. Interests inventories tall ranking for specific career and occupational preferences. By measuring interests of successful and satisfied people in an occupation, researchers have developed scales that compare the interests of individuals to the interests of people who are certain about what they want to do.

Values are important in career choice and career satisfaction or dissatisfaction. Sometimes people's attitudes, beliefs and world view can impede good career choice. Ferry (2006) attests that a job may likely bring much personal fulfilment or sense of satisfaction even if the salary is not high if the person regards it as very important. Wagner and Fard (2009) did a study on factors influencing Malaysian students' intention to study at higher educational institutions and found out that the desire to pursue their career interest was a significant factor. The students had attached importance to certain career which they desired to pursue at higher educational institutions. Consequently, the value that an individual assigns to work itself as well as the reward it offers is presumably internalised in their career development and influence choice of career and institution to study in (McFadden, 2015).

On the contrary, studies have shown that career interests are not a major determining factor in career choice or university of study. A recent research done by Lugulu and Musoga (2013) with students of University of Eldoret found out that students' degree programme decisions were guided by other factors rather than interest or what they have passion for. The findings indicated that their degree programme and university placement were assigned to the students by the placement board of public universities in Kenya. Lugulu and Kipkoech (2011) recommended that career guidance and counselling provided in schools should be equipped with adequate career information to help the students make informed choices on degree programmes. A critical review on these studies did not show how career information influenced the students' degree choices and whether the influence was the same among students in different study modules in public universities. This is the gap that this study sought to fill.

2.8.4 Influence of Career Information

Career guidance is an inclusive term that has been used to describe a range of interventions including career education, career information and career counselling that help people move from a general understanding of life and work to a specific understanding of the realities of life, learning and work options that are open to them (Gaffner & Hazler, 2002). Career information is the provision of accurate and usable facts concerning careers that state the entrance and training requirements, employment opportunities, nature and conditions of work, advancement opportunities, salary and benefits, trends and outlook. According to a study by Yosuf (2008), incomplete information may cause a person to fail to investigate career opportunities carefully. The study also found out that if no options were available, the students could often make hasty and ill-informed decisions. In order for the students to succeed in the career choice process, they must know their career options and understand the realities of that process (Yusof, 2008). Limited knowledge of occupations and range of alternatives available can often lead to unrealistic career aspirations and choices. Zunker (2006) states that direct or indirect exposure to work experiences from early stages of life plays a vital role in career development.

Findings from a research by Mihaela and Cristina (2015) on the status of career guidance in Romania showed that the insufficiency of counsellors in the pre-university education was responsible for the high rate of disorientation of the potential students in choosing the universities and college majors, or worse, determines school dropout. Orenge (2011) in a

research investigating the status of career guidance in public secondary schools in Nairobi Province found out that inadequacy of career guidance and counselling resources, overloading of career guidance teachers with academic class work, and inadequate information on different careers hampered the implementation of the career guidance programme in schools. Maingi and Wasanga (2011) also attest to the fact that lack of awareness about what happens at the universities by many secondary school students limits their university course selection and career decision-making process as a whole. The study recommended for equipping with adequate career information resources and provision of professional career guidance and counselling and at all education levels.

In another study by Kimiti and Mwova (2012) on the dilemma of career choice among secondary school students showed that students chose their careers based on the information they received from the career guidance teachers. The student acknowledged the fact that they were more knowledgeable because of the availability of information on careers available in their schools. The findings affirmed that the provision of career guidance services positively influenced students' decision on their career choice. Results from a study by Racho (2014) concur with other studies and affirms that students' career awareness had significant relationship with students', career decisions. That is, the students who had adequate career awareness were able to make career decisions, while those who were not aware of careers had difficulty making career decisions (Gacohi, Sindabi, Mwaniki & Kimani, 2015). This implies that effective career guidance and counselling could help students to be aware of careers and this enabled them to be able to make right career decisions (Wango, 2006).

The activities of career guidance programme in secondary schools should be programmed and structured, so that they play the vital role of ensuring that students have appropriate career information. In order to make suitable career choices, the students must have access to dependable sources of occupational information for exploration in the world of work (Mutie & Ndambuki, 2004). A study by Lugulu and Musoga (2013) found out that career guidance provided in schools was inadequate to enable students make informed career choices. Since the success of students making informed degree programmes choices depended on the level of career guidance, students were uncertain about their career choices. Gitonga (2013) affirmed this in his study on career decisiveness in career choices among students in secondary schools. He found that 87% of teachers were insufficiently prepared to run career guidance programmes in schools and none of the schools had embraced use of technology in

accessing career information. Mihaela and Cristina (2015) in a study on high school students indicated that very few students resorted to specialized career counselling on their own initiative in educational institutions. This study sought to fill the gap by determining whether there were differences in the influence of career information among self-sponsored and regular students in public universities.

2.8.5 Influence of Aptitude and Skills

According to George and Cristian (2012), aptitude is the potential that one posses for learning something in the future, and skill is ability that one posses at present to do something. Career satisfaction and congruence are evident when one's aptitude and abilities relate to one's work (Savickas, 2008). Hewitt (2010), defined skill as ability to do something one has many skills, some of which is probably taken for granted. Sometimes you might be unsure of your skills and underrate or minimize them. Most of us have difficulties in identifying our skills. Skill may be natural abilities or may be acquired through education and training (McFadden, 2015). In the university and college, one acquires life skills like finance management, organization and time management as well as skills to help you earn a living. There are different types of skills; transferable skills are those that can be utilized in several different occupations (Hooley, 2012). Example of these skills includes, teaching in school and training sales workers, both requires instructional skills (McFadden, 2015). Other examples of transferable skills include analyzing, negotiating, communicating, clarifying and evaluating.

Maingi and Wasanga (2011) state that the career certainty of most students have been compromised due to their lack of sufficient knowledge of their personal abilities, aptitudes, and potentials, likes and dislikes and of other personal resources. Gitonga (2013) affirms that career indecisiveness among secondary school students was due lack of self awareness in terms of abilities and skills. The students were not able to identify what they are ‘good at’. A skilled counsellor can assist students in discovering their aptitudes by use of aptitude and skills tests. Many occupations regard identified abilities as prerequisite to attain, train or admission, and success in the occupations (George and Cristian, 2012).

2.8.6 Personality Influence

Personality is an individual's unique characteristic relatively consistent pattern of thinking, feeling, and behaviour. One's personality may embrace attitudes and opinions that affect the way one deals and interacts with people (Splaver, 2011). According to Khamadi, Bowen and

Oladipo (2011), it is important for the students to have a good understanding of themselves and their personality if they are to make intelligent career plans. In their study to investigate the factors that determine career choice among Daystar University undergraduate students, majority (82.7%) stated that they had chosen careers that matched with their personal characteristics. This means the respondents had a good understanding of themselves and their personality resulting in proper career decisions and understood the importance of personality in career choice. These findings are in agreement with Holland's (1997) theory which posits that when a career fits an individual's personality, the person is likely to enjoy their career and stay longer on the job. It is however a fact that personality of young people is not static, and thus a skilled career counsellor can assist them to identify their more stable personality traits that fit into careers (Santrock, 2005).

A study by Gitonga, Kigen, Wangeri and Orodho (2013) that sought to determine whether congruency was a predictor factor of satisfaction of degree choice among university students in Kenya, found out that students experience satisfaction as an immediate outcome of the match between their personal characteristics and their choice of degree programme. When students find a good match between their personality and degree choice, career satisfaction is experienced. Some careers demand that you have the personality to match the qualities of the occupation (Holland, 1997). Personality plays an important role in the choosing of the right career (Waters, Abrahamson & Lyons, 2009). Omari (2014) conducted a study with students of USIU on strategic factors influencing the students' career choice. The findings indicated that personality factors played a major role in influencing their career choices.

How students see themselves in a role in which personality is a determining factor may influence a chosen career. Some careers demand that the personality matches the qualities of the occupation. For example, sales people have to be outgoing. Splaver (2011) argues that personality plays an important role in the choosing of the right career. Research has shown that even highly intelligent people experience frustration and professional burnout and spend their whole working lives feeling unhappy, unfulfilled and dissatisfied with their work because they work in environments that do not match their personality (Savickas, 2008). Certain people are genuinely unsuitable for some types of occupations. Holland (1997) in his theory of occupational choice stated that individuals search for occupations and environments that will permit them to exercise skills and abilities, to express attitudes and values and these occupations and environments are agreeable to their personality types.

2.8.7 Peer Influence

Peers can also influence one another in career choice just as they are influential regarding changes in one another's intrinsic value for school. Those peers that exert the greatest influence are often those that are at an achievement level similar to theirs (George & Cristiani, 2012). Associating with friends who have a positive preference towards certain occupations can enhance the student's desire to choose a similar career (Wango, 2006). Under the guidance of teachers and counsellors, schools can shape young people to have positive influence on their peers, as peer group support has been found to have beneficial outcomes on the career development of students. Through selection, some adolescents may place themselves in peer group situations that support or foster their achievement-related beliefs and behaviours. Kimiti and Mwova (2012) found out that peers' attitudes toward gender and ethnicity tend to increase or decrease a person's confidence in pursuing a career. Adolescents are easily influenced by their peers because they rely on their friends to provide validation of the choices that they make including career decisions. On the contrary, Bojuwoye and Mbanjwa (2006) found out that peers were reported not to be marginally influential in career decision making among university students.

A study done by Khamadi et al (2011) on factors determining career choice in Daystar University in Kenya, peers and family members played a significant role. Another study by Kimiti and Mwova, (2012) on variables that determine career choice among secondary school students, showed that boys were influenced more by their peers when choosing their career compared to girls. The findings also indicated that although many students sought career information about certain careers and opinion about their career choices from their friends, very few of these respondents chose careers according to their friends' advice. Shumba and Naong (2012) concur with the findings by Kimiti and Mwova (2012) that peers had a significantly low influence on the student's choice of degree programme in the universities. On the contrary, a recent study by Koech et al (2016) on factors influencing degree choice of undergraduate students in University of Eldoret, showed that peers influenced each other in their choice of career. The study indicated that among the peer influence, factors that had a great influence included mentorship of the respondents by their friends and friend's advice which accounted for 29.46% and 26.3% of the peer factors influence on career choice respectively. This study sought to rate the influence of peers among the selected factors under investigation.

2.8.8 Influence of Gender Differences on career Choice

A belief in stereotypes both influences and brings about differences in educational and career aspirations, which are available to both men and women. According to a study by Kibera (1993) on career aspirations of students in Kajiado County-Kenya, boys had higher career expectations than girls of the same age and educational level. Lack of higher career aspirations for girls was attributed to cultural practices and demands in which the girls were expected to be married after reaching puberty (Kiptiony, 2012). Shumba and Naong (2012) suggest that many female students have been socialized to adopt nurturing roles rather than career or achieving roles. As a result, they have not planned seriously for careers, or explored career opportunities extensively, but have instead restricted their career choices to careers that are gender stereotyped. More so, as many young women pursue careers, they may also be faced with questions of balancing career and family. In his study on gender and education in United States, Spade (2001) found that gender difference in the learners' experiences starts at pre-school and continues throughout their educational careers. Teachers like parents are viewed as key players in the career paths that young people eventually pursue especially girls (Barnett 2007). In her study on gender influences on career aspirations of students in Nigeria, Denga (2004) found that sex-role stereotypes exist among boys and girls in primary schools as they aspire to traditional occupations.

A study done by Edwards and Quinter (2011) on factors influencing students' career choices among secondary school students in Kisumu Municipality, Kenya, indicated that availability of advancement opportunities and learning experiences were the most influential factors affecting career choices among students. The study indicated differences in the most influential factor among male and female students; where the male students indicated that learning experiences and career flexibility as the most influential factors while female students indicated availability of advancement opportunities as the most influential factors. Patton and McMahon (2014) assert that it is the psychological and social aspects of sex differences not necessarily the physical differences that causes the differences in career attitudes, interests and intellectual patterns among different sexes. Affirmative action strategies which include lower entry scores, remedial pre-university programmes and financial assistance have been used to ensure gender equity in Kenyan universities (Onsongo, 2009). There are limitations and weaknesses inherent in the piecemeal strategies that focus only on the point of admission to university. Onsongo (2009) notes that the affirmative action as currently applied does not enhance access and gender equity in university education. A

multifaceted approach to developing gender equality in universities would require various strategies to support one another in order to enhance access and gender equity in university education in the country.

2.8.9 Influence of Chance Factors

Chance factors are life events over which we have little or no control. Chance factors can also include the unpredictable future with its countless variables and interacting forces that affect the destiny of most people, which in some cases we have little or no control over them e.g. disasters and calamities (Kidd, 2007). Chance events over one's life span can have both positive and negative consequences. The unpredictable social factors, environmental conditions, and chance events over the life span are to be recognized as important influences in clients' career choice and their lives. Career counsellors should assist clients to respond to conditions and events in a positive manner (Walsh & Osipow, 2014). By assisting them develop critical skills such as; curiosity, persistence, flexibility, optimism and risk taking, a counsellor can enable the client to transform these past experiences into opportunities for learning and exploration.

2.9 Theoretical Framework

Reviews of the literature on career choice showed that researchers have taken different approaches to provide some understanding of the nature of the career choice process. There are many theories that attempt to explain the process of career choice and career development. Theories that relate to career choice show that all theories work in two general directions. One direction is 'individual differences,' which emphasizes a person's ability to find their place within an occupational structure (Brown & Lent, 2005). The other direction is 'individual development,' which emphasizes a person's journey to a specific career.

Two theories of career choice and development were reviewed for the purpose of this study. The theories were found appropriate because they attempt to explain both the task and the process of making career decisions. The first theory is referred to as structural/matching theory and it explains why people choose particular occupational roles. The second theory is a process theory that describes the career development process. Holland's typological theory and Super's theory of life and career development were adopted to form the theoretical framework of this study (Patton & McMahon, 2014). These theories provide the researcher with the knowledge, expertise and rationale to why individuals make certain career decisions.

The theories also have considerable utility for both counselling practice and research on career psychology (Brown & Lent, 2005).

2.9.1 Career Typological Theory

The career typological theory or personality type theory of John Holland (1997) is an off-shoot of the trait-factor theory. The theory asserts that career interest is an aspect of an individual's personality and this interest describes personality. He stated that people search for work environments that fit or reflect their personality (Patton & McMahon, 2014). Holland's personality-environment interaction theory is especially important to scholars and practitioners in education and psychology. The model postulates four basic assumptions:

- i) Most persons can be categorized as one of six personality types namely; realistic, investigative, artistic, social, enterprising and conventional (Acronym RIASEC).
- ii) The work environments can also be categorized as six types; realistic, investigative, artistic, social, enterprising or conventional (Acronym RIASEC).
- iii) People search out for environments that will enable them express their attitudes and values and take on agreeable problems and roles.
- iv) A person's career behaviour is determined by an interaction between his personality and the characteristics of his environment.
- v) The closer the match of personality to job, the greater the satisfaction.

Holland (1997) identifies six personality types and six work environments. The six personality types are based on an individual's personal dispositions paired with the most suitable environment for the individual (Capuzzi & Stauffer, 2012). He asserts that people tend to seek environments that are consistent with their interests. Therefore, understanding one's interests can help to highlight ways in which certain fields of study, work environments, and occupational pursuits may or may not be satisfying to the individual (Garnesby, 2013). The basis of the theory is that career satisfaction, stability, and achievement depend on the congruence between one's personality and environment in which one works. The characteristics of the six personality types are:

- i) *Realistic* people like working with things (tools, machines) in outdoor activities that require strength and co-ordination. Examples of suitable jobs: farmer, truck driver, pilot, builder, carpenter, surveyor.

- ii) *Investigative* people are interested in working with information (logic and concepts) and are good at abstract thought. They are often interested in science. Examples of suitable jobs: chemist, mathematician, pharmacist, dentist, researcher, laboratory analysts (Brown & Associates, 2002).
- iii) *Artistic* people like to express their feelings and ideas and tend to use their imagination a lot and are very creative. They dislike rules and regulations and enjoy music, drama and art. Examples of suitable jobs: artist, actor, dancer, designer, deejay, composer, painter, florist, chef.
- iv) *Social* people are warm and caring people and enjoy helping other people. Examples of suitable jobs: nurse, librarian, psychologist, counsellor, physiotherapist, physician, teacher, pastor, social worker.
- v) *Enterprising* people enjoy leading others and prefer actions more than thought. They enjoy managing people (rather than helping them) mainly by dominating, manipulating or persuading them. Examples of suitable jobs: sales representative, headmaster, lawyer, manager, journalist, business executive, politician.
- vi) *Conventional* people tend to be well organized with little or no imagination and like jobs with rules and regulations, structure and order. Examples of suitable jobs: secretary, bankers, typist, clerk, factory worker (Brown & Lent, 2005).

Career satisfaction, stability, and achievement depend on the congruence between one's attributes and the job requirements or the congruence between one's personality and work environment. The theory specifies a theoretical connection between personality and environment that makes it possible to use the same RIASEC classification system for both persons and fields of study or occupations (Brown & Lent, 2005). According to RIASEC theory, if a person and an environment have the same or similar codes, e.g., Investigative person works in an investigative environment, then the person will likely be satisfied and persist in that environment (Lenz & Sampson, 2008). This satisfaction will result from individuals being able to express their personality in an environment that is supportive and includes other persons who have the same or similar personality traits.

Holland's Theory on Career Choice has been adopted by this study to form the basis of career choice for the students. In its application, the theory can be used to help students make good career decisions about which subjects, degree programmes, occupations, careers, or training programs one best fits in. Holland types have also been used to measure career interests. The

implication of this position is that when measuring interests, using the same underlying construct as when measuring personality; interests and personality are simply two duplicative aspects (for example, arms or legs) of the same individual and therefore largely similar (Leung, 2008). The RIASEC Hexagon represents the six personality and work environment themes (Patton & McMahon, 2014). A person with as an investigative personality can also be likely satisfied in a realistic and artistic environment (RIE). The profile of the six types can be described in terms of the degree of differentiation (flat or uneven profile), consistency (level of similarity of interests or characteristics on the RIASEC hexagon for the first two letters of a three-letter Holland code), or identity (stability characteristics of the type), as shown in Figure 1.

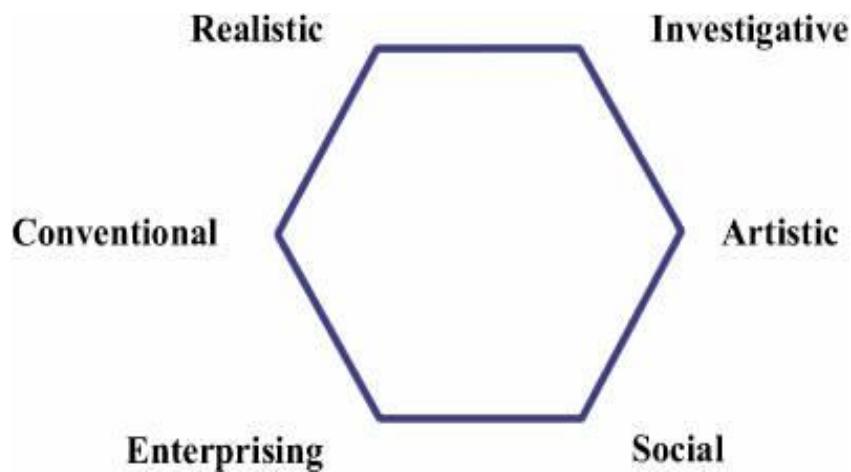


Figure 1: The RIASEC Hexagon

Each of these factors moderates predictions about the behaviour related to the congruence level between a person and an environment. Persons and environments are typically described proportionally in terms of the most highly weighted three of the six Holland types, e.g., Lawyer, ESI; Accounting, CEI. Table 1 gives the most compatible personality-work environment and fairly compatible categories from which one might choose a career or a job.

Table 1

Compatible Personality-work Environments and Categories

Personality Type	Most Compatible	Fairly Compatible	Career Code
Realistic	Realistic	Conventional & Investigative	CRI
Investigative	Investigative	Realistic & Artistic	RIA
Artistic	Artistic	Investigative & Social	IAS
Social	Social	Artistic & Enterprising	ASE
Enterprising	Enterprising	Social & Conventional	SEC
Conventional	Conventional	Enterprising & Realistic	ECR

Walsh and Osipow (2014) observe that a good match-up is called ‘Congruent’ (meaning compatible, in agreement or harmony). Most people, in reality, are a combination of types for example; like Realistic-Investigative, or Artistic-Social. Therefore, when making career choices, a student may probably want to consider occupations in more than one category. The cognitive and problem solving approach that Holland’s Career Typology theory takes to career choice and planning, has made this model extremely influential in career counselling (Savickas, 2008). Holland’s devotion to practical application has resulted in the evaluation of the functional utility of several of the assessment devices generated by the model and the resulting adoption of the model in schools, colleges, industry, and private practices. The combination of empirical support and practical application has made the theory to be popular among the public, and among career professionals (Spokane et al, 2001).

The Holland theory is unique in employing a comprehensive and integrated assessment system based on empirical research. The system has been subjected to more tests and analyses than any other model of career development. Zunker (2006) points out that the theory has been employed in developing assessment tools such as the Self-Directed Search (SDS), Vocational Preference Inventory (VPI) and the Strong Interest Inventory (SII). Studies have shown that Holland’s argument that a person’s SDS scores will remain stable over an elongated period of time have proven true. Thus, the fundamental feature of this theory has proven to be dependable. The studies have also resulted in practical resources like the Dictionary of Holland Occupational Codes which applies Holland’s codes to major occupations (Kidd, 2007; Savickas, 2008).

Critics of Holland's theory centre on its simplistic approach in assigning people to six personalities and six work environments (Patton & McMahon, 2014). The theory excludes other factors that influence career choice and satisfaction to simply personality. The majority of the research done on this theory focuses on the constructs and specifically on the construct of congruency. Along with the constructs, attention has been given to the personality aspect of the theory (Leung, 2008). The cross-cultural validity and utility of the model and the interventions that logically derive from it remain to be demonstrated. Review of research on congruence by Spokane et al. (2001) concluded that congruence is a sufficient but not necessary condition for career satisfaction.

2.9.2 Super's Career and Life Development Theory

Super's (1957) theory of Career and Life Development is one of the major career development process theories. Super presumed career choice as a process that involves development stages which occur throughout the individual's life span (Super, 1990). The major concepts in Super's theory are; career development stages, developmental tasks, and implementation of the career self-concept, achievement of career maturity, and career patterns. He identifies the developmental tasks of each stage in career terms and emphasizes its importance in the selection and implementation of career choice (Brown & Associates, 2002). Satisfaction and fulfilment in career and life depends on the extent to which the individual finds adequate outlets for abilities, needs, values, interests, and personality traits through the successful mastery and achievement of career developmental tasks appropriate for each stage of career development. Super believed human beings are anything but static and that personal change is continuous. Super's theory is a very comprehensive developmental model that attempts to account for the various important influences on a person as they experience different career life roles and various life stages (Patton & McMahon, 2006). The theory postulates that people seek career satisfaction through work roles in which they can express themselves and implement and develop their self-concepts. The main tenets of Super's theory are:

- i) Every individual has potential. People have skills and talents that they develop through different life roles making them capable of a variety of tasks and numerous occupations.
- ii) In making a career choice, an individual is expressing his or her understanding of self; his or her self-concept. People therefore seek career satisfaction through work roles in

which they can express themselves and implement and develop their self-concept. Self-knowledge is a key concept to career choice and job satisfaction.

- iii) Career development is life-long and occurs throughout five major life stages: *Growth*, *Exploration*, *Establishment*, *Maintenance* and *Disengagement*. Each stage has a unique set of career development tasks and accounts for the changes and decisions that people make from career entry to retirement.
- iv) These five stages are not just chronological. People cycle through each of these stages when they go through career transitions.
- v) People play different roles throughout their lives including the role of “worker.” Job satisfaction increases when a person’s self-concept includes a view of the working-self as being integrated with their other life roles.

Career maturity, a main concept in Super's theory, is manifested in the successful accomplishment of age and stage developmental tasks across the life span. Super lays out measures of career maturity that provides a yardstick for determining an individual's progress through the life stages. Super (1990) summed up the process of career development into a series of life stages namely; Growth, Exploration, Establishment, Maintenance, and Decline. These life stages have unique career developmental tasks that need to be achieved successfully so that one can progress into the next life stage (Brown & Lent, 2005). The following are developmental tasks characteristic of each stage and phase of career development process according to super:

Growth (0 – 14 years)

The major developmental tasks are to develop a self-concept and to move from fantasy and role plays to work orientation as the person develops from childhood to adolescence. The children explore by attending school, forming work habits and gaining self-control. Career role plays and fantasies help create awareness of career interests and abilities. There are three sub stages in Growth stage:

- i) Fantasy (4-10 years old)

The career needs in this sub-stage dominate career fantasies and have little reality orientation. The child engages in role plays that have career themes but with vague understanding on career reality.

- ii) Interest (11-12 years old)

The individual identifies likes/dislikes as basis for career choices and preferences. He/she displays interest and ability in certain school activities and hobbies.

iii) Capacity (13-14 years old)

In this sub stage, more career reality is incorporated and the individual can relate own aptitudes, skills, and interests to specific careers or requirements of jobs.

Exploration (15 years through early 20's)

This stage is characterized by extensive reality testing (Brown & Associates, 2002). In this stage, important career decisions are first faced and career goals are set and seriously examined, and a career identity develops. The adolescents narrow career choices and embark on career training such as entry into tertiary and professional institutions. The major tasks are to develop a realistic self-concept and implement a career preference through role tryout and exploration. In this stage, there is a gradual narrowing of choices leading to implementation of a career preference. The preferences later become choices when acted upon. There are three sub stages:

i) Tentative (15-17 years old)

In this sub stage, tentative career choices which are made by incorporating needs, interests, and abilities are tried out in fantasy, coursework, part time work, volunteer, or in job shadowing. An individual may identify a career field and level of work at this sub stage.

ii) Crystallization of preference (18-21 years old)

The general career preference is converted into a specific choice. Career reality dominates as one enters the job market or training after high school. This also involves choosing a college major (degree programme), technical or any field of training.

iii) Specifying a vocational preference (early 20's)

In this sub stage an individual gets an opportunity to try out his/her first job. This trial of life's work is tentative and the implemented choice is provisional. The person may cycle back through crystallizing and specifying sub stages if the career choice is not appropriate.

Establishment (mid 20's through mid 40's)

This is the period of stabilization and advancement in a particular line of work. The young adult gains employment and tries to find satisfaction and meaning in the chosen career. The next task is to consolidate his position and advance in the career ladder. The major career

developmental tasks are to find secure niche in one's field, enter, progress and advance within it. There are two Sub Stages:

i) Trial and stabilization (25-30 years old)

This sub stage involves the process of settling down and stabilizing in a given career.

There may be a few transitions and changes before the actual consolidation of satisfactory occupation.

ii) Advancement (30-40 years old)

In this sub stage, efforts directed at securing one's position, acquiring seniority, developing skills, competence, demonstrating superior performance, and resume building actions. The individual advances through the career ladder in positions, expertise and age.

Maintenance (40's through early 60's)

This stage is characterised by efforts to preserve and maintain the job position already attained. The individual performs tasks which involve holding on, keeping up and innovating. The major task is to preserve one's gains and develop non-occupational roles for the things one had always wanted to do. There is little or no new ground of career advancement broken as one continues in the established work patterns. One faces competition and challenge from younger and energetic workers. Many people experience a career plateau which is the major cause of mid-life career crises such as career burnout and layoffs. Some people decide to re-career, go for further studies, and resign from job or early retirement.

Disengagement or Decline (Late 60's through retirement)

This period is indicated by reduction in job activity and disengagement from the world of work. The individual is involved in activities such as planning for retirement, reduction of work load and eventual retirement (McMahon, 2014). The tasks in this stage are; deceleration of the career, gradual disengagement from world of work and eventually retirement. The challenge is to find other sources of satisfaction other than full time engagement to work. Individuals begin to immerse themselves in other roles, home life, hobbies, civic activities, and occasional studies. The cessation of the worker role comes to some very easily and pleasantly (ego integrity) and to others with difficulty and disappointment (ego despair), and to some with death. Some shift to part time work or volunteer work that suits their declining capacities (Leung, 2008).

According to Super's theory, the nature of the career pattern (that is, occupation, level attained and the sequence, frequency, and duration of trial and stable jobs) is determined and influenced by many factors. These factors include the individual's parental socioeconomic level, intellectual ability, education, skills, personality characteristics (values, interests, traits, and preferences), and career opportunities to which the individual is exposed (Gibson & Mitchell, 2003). In spite of the comprehensive nature of Super's theory, critics of the theory state that the theory lacks practical application. In his theory Super (1990), does not give practical or active ways on how to go about choosing a career. There are no concrete standardised tests for measuring most of the concepts and constructs that describe career development (Zunker, 2002). Despite the criticism of the theory, Super's theory has continued to influence greatly the career counselling process and career practice. In understanding the ages and related stages of career development assists practitioners to identify where clients are in the career development continuum and suggest appropriate career related goals and activities (Walsh & Osipow, 2014). It also underscores the necessity to examine career development within the larger context of an individual's roles and life style and how one can achieve a life/work balance. The application of Super's theory to education, assessment, and counselling is a major practical outcome of the theory since it provides a theoretical orientation for career education and guidance in schools and colleges.

The major focus of Super's theory in this study is the *Exploration Stage* which spans from 15 years through early 20's, in which the students in Kenya are in secondary and post-secondary institutions. According to Brown and Lent (2005), Super's theory of career development identifies the age span for the exploration stage as between 15 years and 24 years. In this stage, the adolescents gradually narrow their choices leading to implementation of a career preference and embark on career training such as entry into tertiary and professional institutions. Students first make tentative career choices (such as selection of study subjects that are related to their career preference) by incorporating needs, interests, and abilities. Then, the career preference is converted into a specific choice by choosing a college major or university degree programme, entry into technical or any field of training. After completion of college, university or training, the students get an opportunity to try out their first job (Leung, 2008).

Career maturity by the students is demonstrated by the successful achievement of developmental tasks associated with this exploration career life stage (Savickas, 2005; Havigurst, 1972). The career developmental tasks appropriate for students in the exploration stage include; educational decisions on choice of study subjects, identification of career needs, interests and abilities, tentative career preferences and choice of degree programmes of study in the universities. In this study, career maturity is demonstrated when the student is able to successfully make career decisions in the form of the choice of degree programmes that the student desires to study in the public universities. Successful achievement or mastery of this task will lead to happiness and success with the later tasks, while failure will lead to discontentment within the individual, and difficulty in handling later career tasks (Brown & Lent, 2005). Studies on career maturity have supported the view that students who proceeded to full-time study have higher levels of career maturity, school achievement and psychological well-being while still at school, than students who do not make a smooth transition to work or education after high school (Leung, 2008). Savickas (2008) consents to this view and purports that the career choice is a major turning point in adolescents' lives which is frequently viewed as a start to workplace readiness; however, this decision plays a major role in establishing youth in a career path that opens as well as closes future opportunities.

In its application, Super's theory can help the student and the career counsellor in schools to do the following:

- i) Identify the career development stage and set goals and activities for mastery of the tasks unique to each developmental stage of the students.
- ii) Help students clarify their needs, interests, and abilities which enhances self-knowledge and increases their career maturity. The counsellor then helps them to relate their self-knowledge to occupational information.
- iii) Expose students to a wider range of career activities and roles. This provides for adequate career exploration and develops career options which narrow over time. The students are also able to consider life implications and the career relevance of subjects they study in school.
- iv) Provide or facilitate direct work explorations and experiences. These are vital in assisting the students to try on roles in the real world of work.

2.10 Conceptual Framework

The conceptual model in Figure 2 shows the interaction of the selected factors influencing university students' career choice.

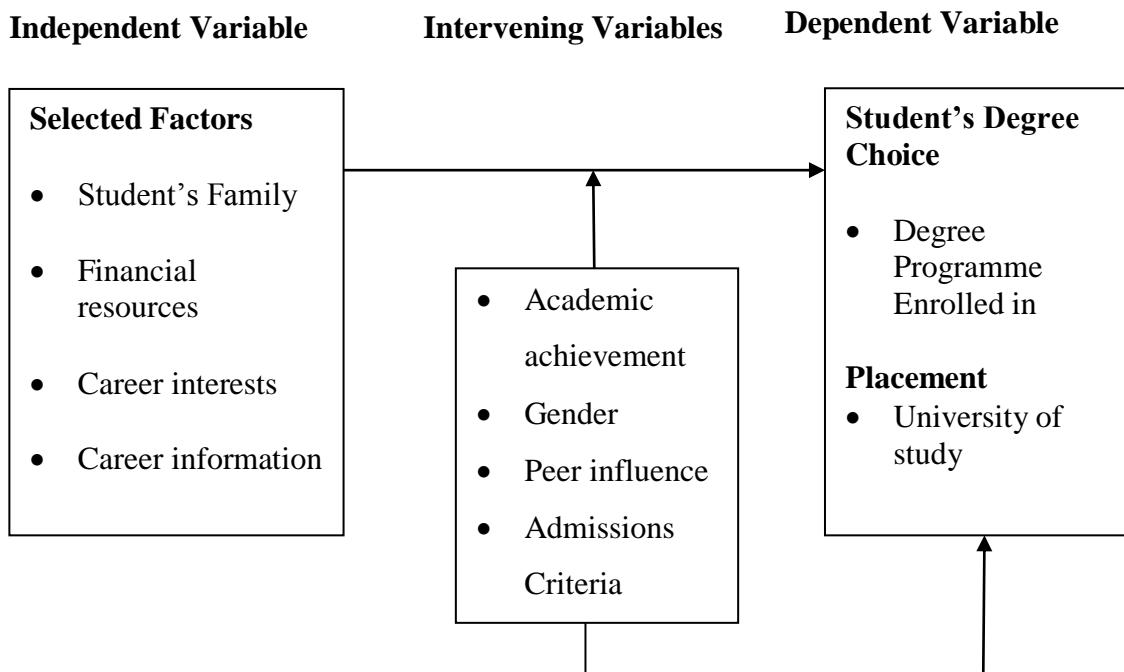


Figure 2: Factors Influencing Students' Choice of Degree Programme and Placement

The selected career influencing factors which include family background, career interests, career information and financial resources were the independent variable in the study. The dependent variables were the student's degree choice and university placement. Public universities in Kenya admit students through KUCCPS or direct applications to the universities to study in regular and self-sponsored study programmes respectively. The family background and financial resources available to the students influence the degree choices and the university the student selected to study in. The student's career interests and career information played a major role in influencing the degree choice and the university the student selected. The intervening variables, which included student's academic achievement, gender, peers and admissions criteria, could influence the degree choice and the university the student selected. Thus in order to determine the effect of intervening variables on the dependent variable, they were studied alongside the independent variables.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, location of the study, the population, sampling procedures and sample size, instrumentation, data collection procedures, and data analysis.

3.2 Research Design

The study design was *ex post facto* in approach that adopted the causal comparative research method. This type of research design is used in exploring associations among variables and attempts to determine the causes of differences that already exist between or among groups of variables (Fraenkel & Wallen, 2003). According to Kerlinger (2010), this design allows a systematic empirical inquiry, in which the researcher is not able to control or manipulate the independent variables, because their manifestations have already occurred. As such, the researcher is only able to relate an after-the-fact analysis to an outcome or the dependent variable (Kathuri & Pals, 1993; Mugenda & Mugenda, 2003). The research design also allows a comparison of groups without having to manipulate the independent variables (Zechmeister & Zechmeister, 2003; Kerlinger, 2010). The comparison groups comprised the students in regular and self-sponsored study modules in public universities. The selected factors that influenced degree choice and placement were the independent variables.

3.3 Location of the Study

The study was conducted in the six (6) public universities in Kenya which already had been established by 2001. These are: University of Nairobi, Kenyatta University, Egerton University, Moi University, Jomo Kenyatta University of Agriculture and Technology and Maseno University. The study was done in the main campuses of the selected public universities. The main campuses of the public universities were presumed to have a wider variety of degree programmes in both regular and self-sponsored modules of study and students often study together in same classes as compared to their constituent colleges or satellite centres. The study was conducted in public universities and not in private universities because only public universities have two admission criteria for students. Additionally, all students in private universities applied directly to the universities and although some had different study schedules, satellite campuses and private universities did not run regular and self-sponsored modules.

3.4 Population of the Study

The study population constituted university students in the 6 public universities in Kenya. The target population was first year students who completed secondary education in 2012 and were in their second semester. The first year students were considered appropriate for the study because they were in a better position to remember the degree choices and universities they had applied for through KUCCPS after completing secondary school, and consequently they can relate them with the current university and degree programme they were offered. In their second semester, the first year students have a better understanding of the degree programme they are undertaking and the university they are studying in, and those who wanted to change degree programmes or university placement had done so. After comparing and contrasting the outcome with their previous choices, they can develop feelings of satisfaction or dissatisfaction with the outcomes. The students in second, third or fourth year were not considered appropriate for the study because they have stayed longer in the university and have probably made necessary adjustments. Due to interaction with other students taking the same degree programme or obtaining more information about the university and their degree programmes, they often develop positive attitude and ‘own up’ what they were offered. According to the Joint Admission Board (JAB) (2013/2014) and Commission for University Education (CUE) (2014), the population of students in the six public universities was approximately 160,110 students.

Table 2

Distribution of University Students by Study Modules in Public Universities

Public University	Student Population
University of Nairobi (UoN)	41397
Kenyatta University (KU)	50409
Egerton University (EU)	9577
Moi University (MU)	31644
Maseno University (MSU)	6112
Jomo Kenyatta University of Agriculture and Technology (JKUAT)	20971
Total	160,110

Source: KNBS Statistics Abstract 2013.

The population of first year students in the six public universities admitted through JAB and in regular/government sponsored module was approximately 27,500 students (JAB 2012/2013), while those in self-sponsored module were approximately 20,000. Table 3 shows the distribution of first year university students by study modules in the public universities.

Table 3

Distribution of First Year Students by Study Modules in Public Universities (2013)

University	Module of Study					
	Regular		Self-sponsored		Total	
	F	%	f	%	f	%
University of Nairobi	5387	52.6	4855	47.4	10242	21.6
Kenyatta University	5566	54.8	4597	45.2	10163	21.5
Egerton University	3443	54.3	2894	45.7	6337	13.4
Moi University	5861	65.0	3152	35.0	9013	19.1
Maseno University	3040	62.2	1850	37.8	4890	10.3
Jomo Kenyatta university	3635	54.7	3014	45.3	6649	14.1
Total	26932	57.0	20362	43.0	47294	100

Source: JAB, 2012/2013 and University Admissions (2013/2014)

As indicated in Table 3, University of Nairobi (21.6%) and Kenyatta University (21.5%) had the largest numbers of first year students in 2013, followed by Moi University (19.1%), then Egerton University (13.4%) and lastly Maseno University (10.3%). Both Moi University (65.0%) and Maseno University (62.2%) had the highest percentage of first year students in regular module and Nairobi University had the lowest percentage (52.6%) of first year students in regular module. On average, the percentage of first year students in regular and self-sponsored modules in the six public universities was 57.0% and 43.0% respectively.

3.5 Sampling Procedure and Sample Size

The main campuses of 5 out of 6 public universities were randomly selected to constitute the sample. The sixth university was selected for pilot study. The rationale used was that all the public universities had established degree programmes in both regular and self-sponsored study modules and would rate fairly the same when students were choosing the public university in which to study. The sample was considered appropriate because all public universities degree programmes were established and regulated by Commission for University Education (CUE). Additionally, a wider variety of degree programmes were offered in the main campuses than in the constituent colleges or satellite campuses. To determine the sample size (n), the formula from Mugenda and Mugenda (2003) was used:

$$n = \frac{Z^2 p q}{d^2}$$

Where : n – is the desired sample size (if target population is greater than 10,000)

Z – the normal standard deviation at the required confidence level

p – is a proportion in target population (50% = 0.5)

q – (1 - p) = 0.5

d – is the level of statistical significance set (in this case is 0.05)

Since the target population was over 10,000 first year students in public universities, the minimum sample size was:

$$n = \frac{(1.96)^2(0.5)(0.5)}{(0.05)^2} = 384$$

In order to cater for cases of non-response, the students' sample for the study was increased to 500 first year students from a population of 47294 first year students in public universities. Stratified random sampling was used to classify the first year students in terms of degree programmes in both regular and self-sponsored study modules. Ten (10) degree programmes were randomly selected from the degree programmes in the main campuses of each university from which equal number of participants was randomly selected. Simple random sampling was then used to select ten (10) students from all the randomly selected degree programmes, 5 students from each module. Therefore, 100 respondents were drawn from each university; 10 participants were from the 10 selected degree programmes, each with 5 randomly selected students from regular and self-sponsored study modules.

3.6 Instrumentation

The researcher developed the data collection instruments which comprised of one set of a comprehensive university students' questionnaire. The questionnaire was administered to the sample of first year students in both regular and self-sponsored programmes in public universities. Section I of the questionnaire sought demographic information on student's gender, study module, year of admission and degree programme the student was undertaking. Section II and III sought information concerning the student's family background and financial resources available respectively. Sections IV and V of the questionnaire were designed to obtain information concerning the student's career interests and career information. Finally, Section VI sought information concerning the strength of the factors influencing choice of degree programme and university placement of university students in public universities.

3.6.1 Validity

Content validity was established by checking whether the questionnaire items adequately addressed the objectives of the study and by examining the appropriateness of the items included in the questionnaires. This was established by examining how the questionnaire items assessed the content of the constructs under study (Kothari, 2009, Mugenda & Mugenda 2003). Additionally, the researcher sought expert opinion from supervisors in the Department of Psychology, Counselling and Educational Foundations of Egerton University and research experts from Faculty of Education and Community Studies. The researcher was assisted by the supervisors to establish construct validity by examining the clarity of meaning and the comprehensibility of research instruments (Fraenkel & Wallen, 2003). A pilot study was conducted on first year students of the sixth public university (Moi University) that was not included in the study and the respondents were considered by the researcher to exhibit, in varying degrees, the characteristics associated with the constructs under study.

3.6.2 Reliability

Cronbach's Coefficient Alpha was used to determine the internal consistency of the questionnaire items. This is a method of testing reliability of test scores by the use of a single administration of a test (Fraenkel & Wallen, 2003; Mugenda & Mugenda 2003). A score in one item was correlated with scores obtained from other items in the same instrument. According to Zechmeister and Zechmeister (2003), this method provides a good measure of reliability because by holding other factors constant, the more similar the test content and conditions of administrations are, the greater the internal consistency reliability. Fraenkel and Wallen (2003) suggest that a useful rule of thumb for reliability should be at least 0.70 coefficient index and preferably higher. For this study, a reliability coefficient of 0.83 was obtained and was considered appropriate.

3.7 Data Collection Procedures

The researcher first obtained a letter of introduction from Board of Graduate Studies, Egerton University and then proceeded to obtain a permit to conduct research from the National Commission for Science, Technology and Innovation (NACOSTI), formerly National Council of Science and Technology (NCST). The researcher also sought permission from the vice-chancellors of various public universities to collect data from the students in the universities. Data was then collected from the selected respondents using the student questionnaire. The researcher used two graduate research assistants to assist in administering

the students' questionnaires. The researcher then trained them on the procedures of administering the questionnaires and ethical principles to adhere. Respondents were assured that their participation in the study was voluntary and information given would be confidential. Respondents were guaranteed anonymity, as no identifying details were asked for, and when filling out the questionnaire, they gave their consent to participate in the study.

3.8 Data Analysis

The data collected by means of questionnaires was organized, coded and analyzed using both descriptive and inferential statistics. The analysis was done according to the objectives and hypotheses of the study. In the first objective, frequency tables and percentages were used to organize and present the data. Means and standard deviations were used to describe and determine the level of influence of the selected factors under study (Pallant, 2005). The level of influence of each independent variable on degree choice and university placement among regular and self-sponsored students was determined using means and standard deviations.

In the second, third, fourth and fifth objectives, independent samples *t*-test was used to test the hypotheses and indicate whether significant differences existed between the mean scores influences among regular and self-sponsored students (Bryman & Cramer, 2001; Fraenkel & Wallen, 2003). Independent-sample *t*-test is used when comparing the mean scores of two different groups of people or conditions. This statistical test makes the assumptions that; the dependent variable is measured at the interval or ratio level, the scores are obtained using a random sample from a normally distributed population, the observations are independent of one another, and that samples are obtained from populations of equal variances (Pallant, 2005). Eta squared was used to establish the effect size statistics and to indicate magnitude of the differences between the groups (regular and self-sponsored students). The data was analyzed using the Statistical Package for Social Sciences (SPSS) version 20.0. All the hypotheses were tested at 0.05 level of confidence.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents results and discussion of the research findings on selected factors influencing degree choice and placement of students in regular and self-sponsored modules in public universities in Kenya. The quantitative data of this study was analysed using both descriptive and inferential statistical techniques. Descriptive statistics included frequencies, percentages, means and standard deviation. For inferential statistics, independent *t*-tests and Eta-squared tests were used to analyse and test the hypotheses. All the hypotheses were tested at 0.05 level of significance. The chapter is divided into various sections with each focusing on a specific objective. The first section of this chapter presents the demographic characteristics of the respondents. This is then followed by a presentation of the results and discussion of the findings of the study based on the five objectives of the study.

4.2 Demographic Characteristics of the Student Respondents

The demographic characteristics presented in this section include; response rate and sample composition, gender, module of study, degree programmes, degree programmes by module, mean grades, distribution of grades per degree programme.

Six (6) public universities in Kenya were selected to constitute the study sample of the study. The pilot study was conducted in one of the public universities (Moi University) and was not included in the main study. The researcher sought quantitative and qualitative data from 500 first year students drawn from the remaining five (5) public universities in Kenya, 100 respondents from each university. The response rate by university and the percentage of the sample is presented in Table 4.

Table 4

Response Rate and Sample Composition

University	Frequency	Sample composition	
		f	%
Kenyatta (KU)	98	19.6	
Nairobi (UoN)	99	19.8	
Jomo Kenyatta (JKUAT)	94	18.8	
Maseno (MU)	93	18.6	
Egerton (EU)	94	18.8	
Total	478	95.6	

Table 4 indicates that the highest response rate was 99% from Nairobi University with majority (20.7%) of the total sampled respondents and the lowest was Maseno University which had a response rate of 93% comprising of 19.5% of the total sample. The overall response rate of the respondents for the study was 95.6%. The response rate was considered adequate and sufficient for analysis and to make conclusions. According to Kothari (2009), the recommended response rates to verify consistency of measure should be above 60%.

The sample of respondents comprised of both male and female students in the universities. The male subjects that participated in the study were 279 (58.4%) and the female subjects were 199 (41.6%). The distribution of the sample by gender is represented in the Figure 3.

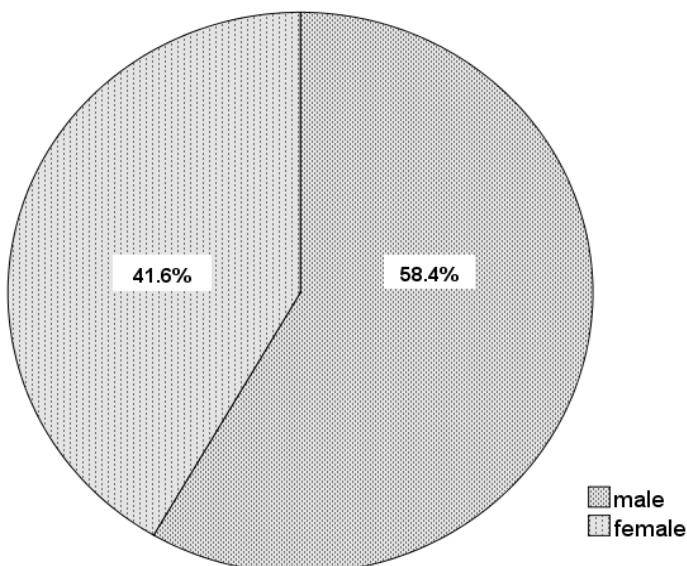
**Figure 3: Gender of the University Respondents**

Figure 3 shows that the majority (58.4%) of the respondents were male and 41.6% were female. These findings are in agreement with a study done by Otieno, Bizimana, Ndayambaje (2015) in public universities in Kenya, which indicated female under enrolled in engineering and other technical degrees where the females occupied less of the vacancies for both regular and self-sponsored modules. Although female enrolment proportions have relatively to 50% and above especially in art, social sciences, humanities and education based programmes, gender enrolment proportions in health science courses is still significantly lower than that of male students. Onsongo (2009) supports that affirmative action can change the distribution of education outcomes although some strategies advance certain groups of women but ignore others, particularly those who do not meet minimum university entry requirements. Ng'ang'a (2014) concurs with the distribution of gender according to a report in which he stated that at least 60% of students enrolled in universities in 2012 were males, while that of female students was about 40%. Onsongo (2009) purports that affirmative action policies applied in Kenyan public universities has not been officially endorsed by the Ministry of Education and it has been left to the discretion of universities admissions to implement. Onsongo (2011) observed that the gender equity interventions which were implemented in the universities by lowering of entry points for girls who applied for admission, had not resulted in any significant increase in female student enrolment.

The student sample comprised of students who had been admitted through the KUCCPS (Kenya Universities and Colleges Central Placement Services), formerly JAB (Joint Admissions Board) under government sponsorship and those who applied for the degree programmes directly to the university as private candidates. Those students admitted through KUCCPS are said to be in module I or regular module, while the private students are said to be in module II/parallel/self-sponsored module. There were 263 students from regular module and 215 from the parallel/self-sponsored module. Figure 4 shows the enrolment in both modules.

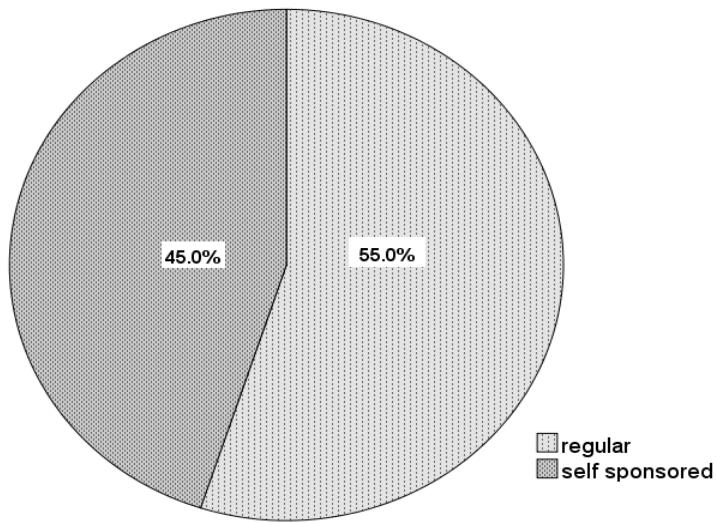


Figure 4: University Students Module of Study

Figure 4 shows that majority (55.02%) of the respondents were from Regular/module I and 44.96% were from module II/regular module. The lower percentage of students in module II or self-sponsored was probably due to the fact that in some universities self-sponsored students do not study together with regular students but attend evening, weekend or school based programmes. Naibei (2013) argues that the self-sponsored modules have opened more opportunities to Kenyan students who had qualified for university education; it has compounded the inequality of opportunity in education. There is a general feeling that public universities have tended to concentrate so much on admitting more and more private students because they “boost” the institutions financially. Data on gender desegregated enrolment shows that students’ enrolment in self-sponsored module has been on gradual increase with the percentage increase of female students being higher than for the male students in all public universities (Otieno, Bizimana & Ndayambaje, 2015). The UoN figures indicate that female enrolment proportions in module II have remained significantly higher than those in module I (Wainaina, 2011).

The student sample was further stratified into several degree programmes in the public universities that had regular and self-sponsored students. For the purposes of this study, degree programmes were grouped into twenty four (24) clusters as prescribed by the KUCCPS guidelines for 2013/2014, were further clustered into ten (10) categories according to study subjects, area of specialization and cut-off points. Table 5 highlights the distribution of the students.

Table 5

Distribution of Students by Degree Programme

Degree course	Frequency	Percent (%)
Medical/Biomedical Sciences	66	13.8
Engineering/Architecture/Building and Construction	82	17.2
Law	12	2.5
Computer/ Science/Information/Technology	34	7.1
Business/Commerce/Accounting/Administration	67	14.0
Statistics/Economics/Programming/Finance	30	6.3
Sciences /Education Science	41	8.6
Agriculture/Agricultural Economics/Environmental Science	46	9.6
Arts /Sociology/Philosophy/Anthropology	48	10.0
Education Arts	52	10.9
Total	478	100.0

Table 5 clearly indicates that majority (20.9%) of the students sample were enrolled in the arts and education arts degree programmes, this was followed by business/commerce/accounting/finance and statistics/economics/programming/finance (20.3%), engineering/architecture/building construction (17.2%), medical/biomedical sciences (13.8%), agriculture economics/environmental studies (9.6%), science/education science (8.6%), computer science/technology (7.1%) and law (2.5%). The differences in representation of students in various degree programmes can be partly attributed to the fact that some degree programmes were offered in all the universities in both modules of study while some degree programmes were offered in only a few of the universities. According to Mukhwana et al (2016), the nature of degree programmes offered in various public universities is largely determined by the nature of the institution's establishment, market forces, availability of resources, controls by professional bodies, availability and adequacy of space, facilities, and teaching staff, among other factors. Table 6 shows the distribution of the number of students in degree programmes by module of study.

Table 6

Distribution of Degree Programmes by Study Module (2013)

Degree courses	Module			
	Regular		Self-sponsored	
	f	%	f	%
Medical/Biomedical Sciences	34	12.9	32	15.0
Engineering/Architecture/Building and Construction	49	18.6	33	15.3
Law	6	2.3	6	2.8
Computer/ Science/Information/Technology	23	8.7	11	5.1
Business/Commerce/Accounting/Administration	38	14.4	29	13.5
Statistics/Economics/Programming/Finance	18	6.8	12	5.6
Sciences /Education Science	25	9.5	16	7.4
Agriculture/Agricultural Economics/Environmental Science	27	10.3	19	8.8
Arts /Sociology/Philosophy/Anthropology	26	9.9	22	10.2
Education Arts	25	9.5	27	12.6
Total	263	100.0	215	100.0

Table 6 shows that the students were fairly distributed in both modules although some programmes like Engineering/Architecture/Building and Construction and Computer/ Science/Information/Technology had differences of above 10 (16 and 12 respectively). The rest of the programmes had differences of less than 10. In all the programmes the students in Module I were more than in Module II except Arts/Education Arts in which the Module II students were 4 more than those in Module I and with highest percentage difference of 5.9%.

Different degree programmes have different requirements of mean grades and cluster subjects and similar degree programmes from different universities have different cut-off points and clusters, depending on the number of applicants that each programme attracts, and the capacity of each programme (Ng'ang'a, 2014). Cluster subjects refer to the four (4) major subjects that are mandatory for specific degree programmes. The KUCCPS board approves the minimum admission requirements for each programme cluster developed. Table 7 shows the distribution of grades among the various degree programmes that were sampled in both regular and self-sponsored modules.

Table 7
Distribution of Grades by Module of Study (2012)

KCSE Mean Grade	Module			
	Regular		Self-sponsored	
	F	%	f	%
A	44	9.2	6	1.3
A-	112	23.4	21	4.4
B+	85	17.8	48	10.0
B	20	4.2	66	13.8
B-	2	0.4	55	11.5
C+	0	0.0	19	4.0
Total	263		215	

Table 7 clearly shows that 10.5% of the students had scored A, 27.8% had scored A- and B+ respectively, 18.0% had scored B, 11.9% had scored B- and 4.0% of the students had scored C+. The average mean grade for regular students was 10.669, which is grade A- while the average mean grade for the self-sponsored students was 9.069 which was grade B. The findings indicate that the self-sponsored students were admitted with lower grades than the regular students into the same degree programmes.

Majority of secondary school students aspire to secure education opportunities in public universities in Kenya (Gudo, Oliel and Oanda, 2011). The students who have completed secondary school education and attained the minimum requirements for university admission are admitted by KUCCPS to public universities (KUCCPS, 2014). The demand for university education in Kenya has significantly increased and has continued to swell. This has been illustrated by the rise in enrolments in public and the establishment of private wings (self-sponsored module) in the public universities. Some of the qualified students who are not offered their preferred degree programmes opt to pursue their desired degree choice through the self-sponsored module (Ng'ang'a, 2014). Normally the cut-off points for degree programmes in self-sponsored modules are lower than for regular modules and this account for the mean grades differences. Naibei (2013) confirms that self-sponsored modules offers the students an advantage of pursuing their preferred degree programme and also study in their university of choice.

Mulongo (2013) observes that this application of double standards is portrayed when an A student is denied a chance to pursue a degree in medicine and surgery because of some decimal points yet the same faculty admits a self-sponsored student who scored as low as a B

minus. This access as related to degree choice is skewed against students from disadvantaged economic backgrounds. The fact that self-sponsored students choose and apply for their degree programmes directly in their public universities, this option offers the students the advantage of being offered their degree programmes that relate to their career interests and also to study in their preferred university (Gudo, Oliel & Oanda, 2011).

4.3 Influence of Selected factors on Degree Choice and University Placement

The first objective of the study was to determine the influence of the selected factors on degree choice and university placement of regular and self-sponsored students in public universities. These factors are;

- i) Student's family
- ii) Financial resources
- iii) Career interests and
- iv) Career information

4.3.1 Determining Influence of the Student's Family

The first part of the research objective sought to establish the influence of family on the degree choice and university placement of students in public universities. The study looked at parent/guardian's occupation and also how each member of the family influenced choice of degree programme and university placement.

The respondents were asked to indicate the professions of their parents/guardians. The professions were clustered into ten (10) categories of the degree programmes, and according to study subjects, area of specialization and cut-off points. The various responses were recorded and summed up into ten (10) professional categories and coded. The findings are provided in Table 8.

Table 8
Parental Profession of the Respondents

Profession	Frequency f	Percent %
Medical/Biomedical Sciences	30	6.3
Engineering/Architecture/Building and Construction	16	3.3
Law	2	0.4
Computer Science/Information/Technology	15	3.1
Business/Commerce/Accounting/Administration	71	14.9
Statistics/Economics/Programming/Finance	38	7.9
Sciences /Education Science	98	20.5
Agriculture/Agricultural Economics/Environmental Science	157	32.8
Arts /Sociology/Philosophy/Anthropology	23	4.8
Education Arts	28	6.0
Total	478	100.0

The results from Table 8 show that majority (76.1%) of the parents/guardians of students in the universities had professions in three main clusters namely; Agriculture/Agricultural Economics/Environmental Science, Business/Commerce/Statistics/Economics/Programming and Sciences/Education clusters. The last three parent/guardian profession clusters that had the lowest percentage of respondents were Engineering/Architecture/Building and Construction (3.3%), Computer Science/Information/Technology (3.1%) and Law (0.4%), respectively. The findings show that majority of the parents or guardians are involved in agricultural activities and business related activities. These findings also predict the source of income of most of the parents with children in public universities. A good number of students indicated that their parents were peasant farmers or small scale farmers. The type of occupation could also predict the level of education attained by the parents. Tillman (2015) found out that educated parents had a significant influence on their children's lives and career choices, be it positive or negative. According to Khamadi, Bowen and Oladipo (2011), parents may communicate to their children the value and the importance of going to college and attaining a professional degree as a means of attaining a career in medicine, law or business; while other parents may communicate that college is not as important and place a higher value on being for instance, a movie star. Bandura (1992) postulated that children learn by observing their environment. They vicariously learn about the jobs their parents have and are drawn to those jobs later in life. Dietrich and Kracke (2009) affirm that the

adolescents' career aspirations can also be influenced by the aspirations or expectations of their parents/guardians.

The findings of the study indicate that the parents/guardians of majority students in public universities were in professions in the middle and low-level income bracket. This implies that majority of the students in public universities were pursuing career choices that were different from their parents. The findings from a study by Shumba and Naong (2012) affirms this and states that parents with higher-income jobs recommended their careers to their children more than parents with jobs that fall on the lower end of the salary spectrum, such as teachers who discourage their children from choosing their own careers. Cridland, English, Hayles, McDonald, McHugh (2014) assert that when students are forced to choose a degree major by parental influences, they are more likely to feel restricted within their major, and feel as if they do not have a choice to change their major should they desire to do so, causing the student to feel trapped in their parents' career. If the students feel they are forced into a certain path or a decision, they are likely to display feelings of satisfaction with that choice.

4.3.1.1 Influence of Student's Family on Degree Choice

The influence of the student's family on the degree programme in both regular and self-sponsored modules in public universities was measured by 4 items in a likert scale scored as follows; strongly agree (5), agree (4), unsure (3), disagree (2) and strongly disagree (1). The four items were positively keyed such that a high score indicates a strong student's family influence. The results presented in frequencies and percentages are provided in Table 9.

Table 9

Student's Family Influence on Degree Programme

Statements	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
My parents advised me to choose this degree programme	44	9.2	124	25.9	11	2.3	182	38.1	117	24.5
My brother/sister helped me choose this degree programme	40	8.4	95	19.9	15	3.1	170	35.6	158	33.1
A close relative advised me to choose this degree programme	28	5.9	100	20.9	15	3.1	174	36.4	161	33.7
I made all my choices without any family members' influence	129	27.0	80	16.7	22	4.6	128	26.8	119	24.9

As indicated in Table 9 majority (62.5%) disagreed that their parents or guardians advised them to choose the degree programme, and 68.7% of the students also disagreed that their siblings advised them to choose their degree programme. Additionally, majority of students (70.1%) disagreed that a close relative advised them in choosing the degree programme while 26.8% agreed. Ironically, only 43.7% the students agreed to have made all choices without any influence from family members, 51.7% disagreed. This implies that although about two-thirds of the students stated that the members of the family did not influence their degree choice, the findings show that they did not make the decisions alone. Other significant factors such as peers and school counsellors could have had influence. A study conducted by Dietrich and Nurmi (2011) primarily to determine the value of mechanisms to test parental involvement in their children's career development, showed that the majority of the students were supported by their parents in their respective career choices. Cridland et al (2014) observed that on the other end of the spectrum; some students are less motivated when parents put pressure on them concerning their degree choices. Dietrich and Kracke (2009) reported that when adolescents perceive that their parents are pushing through their own wishes for the child's future career rather than collaborating with them, they become disinterested. Those who are negatively influenced by their parents are less likely to choose the same career field of their parents.

In order to determine the levels of influence of all the selected factors (student's family, financial resources, Career interests and career information) on choice of degree programme and university placement, the means of the responses were calculated. The maximum possible mean score was 5 while the minimum possible mean score was 1. Three levels of influence were created to represent the magnitude of the influence on the dependent variables (degree programme and university placement) based on the range of the calculated mean as indicated in the Table 10.

Table 10

Influence Levels and the Mean Score of the Influencing Factors

Mean Influence	Levels of Influence		
	Low	Moderate	High
	1.5 – 2.4	2.5 – 3.4	3.5 – 4.4

Table 10 indicates that low levels of influence will have a mean score that ranges between 1.5 and 2.4, moderate levels of influence with mean score ranging from 2.5 to 3.4, while high levels of influence will have mean scores ranging between 3.5 and 4.5. This will apply to all the selected factors under this study. Table 11 presents the mean scores of student's family influence on degree programme of students.

Table 11

Means of Student's family Influence on Degree Programme

Statements	Mean	Std. Deviation
My parents advised me to choose this degree programme	2.57	1.345
My brother/sister helped me choose this degree programme	2.35	1.339
A close relative advised me to choose this degree programme	2.29	1.285
I made all my choices without any family members assistance	3.00	1.585
Average Mean Score	2.56	

Table 11 clearly shows that parents/guardians had slightly higher influence on the degree choice of the students than the siblings or close relatives. The computed average mean score of student's family influence on choice of degree programme for both regular and self-sponsored students' responses was 2.56. Using the influence levels in Table 10, the results clearly show that the mean score of family influence on student's degree choice lies between 2.5 and 3.4, which implies that the student's family influence on the student's choice for their degree programme was moderate. These findings may imply that even though the students may ask the parents assistance, the ultimate decision on the choice of degree programme is with the individual student. The influence by close relatives had the lowest standard deviation (1.285) implying that both regular and self-sponsored students were in agreement that close relatives did not influence their choice of degree programme and university placement. The highest value of standard deviation (1.585) on the statement that the students made the decisions alone implies that regular and self-sponsored students varied in their responses.

The family provides the earliest adult role models with whom the individual may identify or whom he may reject (Bergen (2006). Studies on child development have proved the powerful and dominant influence the family plays on an individual's choice of career as a source of

advice, role models, guidance and values (Walsh & Osipow, 2014). The individual's self-concept emerges from and is greatly influenced by the family. Family interactions are significantly related to career decision making commitment to career choice process and career aspirations.

Cridland et al (2014) concurs with the findings and states that in order to determine the level of parental influence on the career choice of young people, it is important to consider the influential aspect of the parent/guardian. The study identified and focused on three levels of parental influence, that is; supporting, enforcing, and non-existent, that specifically have an effect on the choice of a college major and the commitment and satisfaction of this choice for adolescents. The supporting influential aspect of a parent involves unconditional support, along with providing information and encouraging the students to explore of choices of degree programmes. The students are allowed to make their own decisions or collaborate and seek advice from parents (Dietrich & Kracke, 2009). The enforced influential aspect of a parent in making decisions for adolescents' concerning their degree programmes, makes the students feel like they are being pushed or nudged in a certain direction or being forced into a certain career direction. Parents' support or influence is considered to be non-existent when parents show no interest in helping with the degree choice process. Studies by Cridland et al (2014) showed that non-existent influence was observed when the adolescents did not want any help, and opted to make career decisions independently.

4.3.1.2 Influence of Students' Family on University Placement

The influence of the student's family on placement of students in both regular and self-sponsored modules in public universities was measured by 5 items in a likert scale scored as follows; strongly agree (5), agree (4), unsure (3), disagree (2) and strongly disagree (1). The four items were positively keyed such that a high score indicated a strong student's family influence. The findings are provided in Table 12.

Table 12

Influence of Student's Family on University Placement

Statements	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
My parents/guardians advised me choose this university	73	15.3	115	24.1	18	3.8	168	35.1	104	21.8
My brother/sister helped me choose this university	35	7.3	81	16.9	16	3.3	190	39.7	156	32.6
A close relative advised me to choose this university	34	7.1	72	15.1	17	3.6	177	37.0	178	37.2
I made all my choices without any family members' influence	129	27.0	80	16.7	22	4.6	128	26.8	119	24.9

As indicated in Table 12, majority (56.9%) of respondents disagreed with the statement that their parents/guardians advised them to choose the university, 72.3% who disagreed that a brother/sister helped them in the choice of university and 74.2% who disagreed that a close relative advised them to choose that university. Only 43.7% of the respondents said that they made all their choices without any family members' assistance or influence. This means that although the students were not largely influenced by the family members to choose the university, findings show that majority did not make the choices alone. Other significant members of the society such as school counsellors and peers could have influenced the student in selecting public university.

In order to determine the influence of the student's family on choice of university, the means of the responses were calculated. The maximum possible mean score was 5 while the minimum possible mean score was 1. The mean scores of influence of student's family on university placement of students were presented in Table 13.

Table 13

Means of Student's family Influence on University Placement

Statements	Mean	Std. Dev
My parents advised me to choose this university	2.76	1.421
My brother/sister helped me choose this university	2.68	1.277
A close relative advised me to choose this university	2.18	1.234
I made all my choices without any family members assistance	3.00	1.563
Average Mean Score	2.66	

As indicated in Table 13, the student's parents/guardians had slightly higher influence on the university placement of the students, followed by the siblings and lastly close relatives who had low influence on student's choice of university. The computed average mean score of student's family influence on choice of university for both regular and self-sponsored students' responses was 2.66. This indicates that student's family had a slightly higher influence on the student's choice of university of study. The influence by close relatives had the lowest standard deviation (1.234) implying that for both regular and self-sponsored students, close relatives did not influence their university placement. The high value on standard deviation (1.563) on the statement that the students made the decisions alone implies that regular and self-sponsored students varied in their responses.

Three levels of influence were created to represent the magnitude of the influence on the dependent variable (University placement) based on the range of the calculated mean as indicated in the Table 10. Low level of family influence will have a mean score that ranges between 1.5 and 2.4, moderate level of influence with mean score ranging from 2.5 to 3.4, while high level of influence will have mean scores ranging between 3.5 and 4.5. The study results clearly show that the mean score of student's family influence on university placement lies between 2.5 and 3.4, which implies that the student's family influence on university placement of students in public universities was moderate.

These results differ with findings of a study carried out by Tillman (2015) on career aspirations of college students which found out that majority of the young students depended on family for their choice of university. This is especially if the parents or other siblings, relatives were university alumnae. A smaller number of the students preferred a different university compared to the one parents or relatives attended especially if they perceived the benefits of attending the university low. The principal finding of a study by Koech, Yano, Rotich, Korir, Mutai and Kosgei (2015) indicated that parents were particularly influential persons reported to affect the process of college selection of students in University of Eldoret. These findings were similar to the study conducted by Water, Abrahamson and Lyons (2009) which indicated parents had the strongest source of influence in their choice of college. The main reason might have been as a result of parents being seen as the driving force in terms of availability of finances to fund their children higher education. According to Clutter (2010), availability of family support and relatives are significantly important factors when choosing

an institution of choice. The main reason might have been as a result of parents being seen as the driving force in terms of availability of finances to fund their children higher education.

A research by Coventry University also suggested that students valued the advice of parents on college choice over their own views (Gurney-Read, 2014). The study suggested that a lack of advice from schools and colleges could be leading students to seek alternative opinions. The school leavers may be basing decisions on information that could be outdated decades ago and parental opinion may not be informed on modern and upcoming universities and degree programmes. Gurney-Read (2014) observed that parents admitted that they influenced their children's university choice, and encouraged them to choose those colleges that were near because they feared 'losing control'.

4.3.2 Determining Influence of Financial Resources

The second part of the first research objective sought to establish the influence of financial resources on the degree choice and university placement of students in public universities. The study analysed statements that assessed how the factor influenced choice of degree programme and university placement of students.

4.3.2.1 Influence of Financial Resources on Choice of Degree Programme

The influence of financial resources on the degree programme was measured on a 5 point Likert scale scored as follows strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5). The first three items were positively keyed such that a high score indicated a strong financial resources influence. Item 4 (I did not consider financial implications when selecting my degree programme), was negatively keyed and was hence reversed prior to the analysis. The findings are presented in Table 14.

Table 14

Influence of Financial Resources on Choice of Degree Programme

Statements	SA		A		U		D		SD	
	f	%	f	%	f	%	F	%	f	%
If I had more financial resources, I would have taken a different degree programme	85	17.8	59	12.3	34	7.2	143	29.9	157	32.8
Financial resources made me opt for this degree programme	77	16.2	73	15.3	36	7.5	149	31.1	143	29.9
The degree programme that I wanted was very expensive	88	18.4	54	11.3	30	6.2	136	28.4	171	35.7
I did not consider financial implications when selecting my degree programme	157	32.8	144	30.2	38	7.9	49	10.3	90	18.8

The results obtained in Table 14, indicate that many students (62.7%) disagreed with the statement that financial resource influenced their choice of degree programme while 30.1% agreed. A majority of students (61%) also disagreed with the fact that financial resources influenced their choice of degree programme while 31.5% agreed, 64.1% of the students disagreed that their preferred degree programme was expensive and only 29.7% agreed. Additionally a majority of the students (63%) seemed to agree with the fact that they did not consider financial implications when selecting their degree programme. These results imply that financial resources were not a factor of consideration when students are selecting degree programmes to study in public universities. Most of the students get to know about the cost of the degree programmes when considering the option of self-sponsored module (Ng'ang'a, 2014). Moreover, the career information availed to the students by KUCCPS when applying for admissions into public universities in Kenya gives only information about available degree programmes and their requirements but not the cost (Gudo, Olel & Oanda, 2011).

In order to determine the influence of financial resources on choice of degree programme, the means of the responses was calculated. The maximum possible mean score was 5 while the minimum possible mean score was 1. The mean scores of influence of financial resources on degree programme of students were presented in Table 15.

Table 15

Means of Influence of Financial Resources on Degree Programme

	Mean	Std. Deviation
If I had more financial resources, I would have taken a different degree programme	2.52	1.361
Financial resources made me opt for this degree programme	2.56	1.257
The degree programme that I wanted was very expensive	2.49	1.224
I did not consider financial implications when selecting my degree programme	2.52	1.235
Average Mean Score	2.52	

The results in Table 15 indicate that financial resources influence on degree programme of the students was average in all the statements. The computed average mean score of the influence of financial resources on degree programme was 2.52. Comparing the mean score with the three levels of influence were created to represent the magnitude of the influence on the dependent variable (Degree programme) in Table 10, the results clearly show that the mean score of the influence of financial resources on university placement lies between 2.5 and 3.4. This implies that financial resources had moderate influence on the student's choice of degree programme in public universities. The statement 'If I had more financial resources, I would have taken a different degree programme' had the highest value of standard deviation, which implied that students differed greatly in their responses where some strongly agreed while others strongly disagreed with the statement. This means that most students were not aware of the cost of degree programmes when selecting them, and availability of financial resources was not a major influencing factor on student's choice of degree programme in public universities in Kenya.

Hooley (2012) attests that the family financial status determines things like where individuals live and which school they attend. In turn, these can affect their values, occupational expectations, opportunities, and gender role expectations. Usually, social status is passed down from generation to generation, individuals may not benefit by being exposed to many opportunities and on the other hand may not have the opportunity to recognize all the career option open to them. Sellers, Satcher and Comas (2009) affirm that students from families with higher financial resources have higher career aspirations and better chances of finding employment than those from low socio-economic background. Another study by Roberts

(2012) on career development among the lower socioeconomic strata in developed countries indicated that a higher family social economic status is related to stronger career orientation and innovation. In his research on strategic factors influencing career choice in Kenyan universities, Omari (2014) established that 73% of the respondents positively stated that socio-economic factors influenced their career choice. Omari (2014) assert there was a direct relationship between formal education and occupation in Kenya, in which those with higher education were more likely to be employed than those with no formal education. According to Republic of Kenya (ROK) (2013) economic survey report, household costs on education included direct and direct cost. Comparing the annual costs of education and the household's annual income, households whose incomes are not adequate to meet basic needs such as food clothing and shelter; found out that meeting the cost of education was a major sacrifice.

4.3.2.2 Influence of Financial Resources on Students' University Placement

The study investigated the influence of financial resources in determining the placement of students in both regular and self-sponsored modules in public universities. The respondents were provided with four items on a five point Likert scale scored as follows, strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5). The items were keyed such that a highest score indicated high influence and the lowest score indicated low influence. Item 4 (I did not consider financial implications when selecting this university) was negatively keyed and was hence reversed prior to the analysis. The findings are presented in Table 16.

Table 16

Influence of Financial Resources on Students' University Placement

Statements	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
I would have wished to study in a different university were it not for financial constraints	56	11.7	46	9.6	27	5.6	174	36.4	175	36.6
If I had more financial resources, I would have studied in a different university	53	11.1	103	21.5	43	9.0	140	29.3	139	29.1
The university I would have liked to study in was very expensive	69	14.4	50	10.5	23	4.7	192	40.1	146	30.5
I did not consider financial implications when selecting this university	120	25.1	155	32.5	40	8.3	112	23.5	51	10.6

An inspection of the results presented in Table 16 indicated that majority (73.0%) of the students disagreed that they would have wished to study in a different university; while 58.4% disagreed that they would have studied in a different university if they had more financial resources. Also, a majority of 70.6% students disagreed with the fact that their preferred university was very expensive. Additionally, 57.6% agreed that they did not consider financial implications when selecting the university to study in. These results imply that financial resources were not a major factor of consideration when students are selecting the public university to study in. The students have no access to universities costs at the point when they select public universities and basically all government sponsored students in public universities pay the same tuition fees ((Ming, 2010).

In order to determine the influence of financial resources on choice of university, the means of the responses was calculated. The maximum possible mean score was 5 while the minimum possible mean score was 1. The mean scores of financial resources' influence on university placement of students were presented in Table 17.

Table 17

Means of Financial Resources' Influence on University Placement

	Mean	Std. Deviation
I would have wished to study in a different university were it not for financial constraints	2.22	1.261
If I had more financial resources, I would have studied in a different university	2.54	1.257
The university I would have liked to study in was very expensive	2.37	1.214
I did not consider financial implications when selecting this university	2.51	1.221
Average Mean Score	2.41	

The results in Table 17 indicate that financial resources influence on university placement of the students was low. The computed average mean score of the influence of financial resources on university placement was 2.41. Comparing this mean score with the three levels of influence created to represent the magnitude of the influence on the dependent variable (University placement) in Table 10, the results clearly show that the mean score of the influence of financial resources on university placement lies between 1.5 and 2.4. This indicates that the influence of financial resources on university placement of students in

public universities was weak and below average. This implies that the students did not consider whether a university is expensive or not when selecting university of study. The low values of standard deviation for all statements imply that the students seem to agree that financial resources and cost of university was not a significant factor in influencing their choice of public university. Basically, all regular programmes in public universities in Kenya are regulated by CUE whose major roles include evaluation and costing of higher education and advising (Mukhwana et al, 2016).

Although the findings of this study show that financial resources were not a significant factor, many studies agree with these findings while other studies do not. A study by Sountar and Turner (2002) to investigate the determinants of university preference among high-school leavers in Australia, found out that course suitability, academic reputation, job prospects and teaching quality as the most important determinants. Agrey and Lampadan (2014) in their study with freshmen from public and private universities in Thailand indicated that learning environments as well as the potential of good job prospects were the strongest factors for university selection among the respondents. This indicated that students favoured institutions which provided for an updated learning environment and modern facilities as well as pleasing aesthetics of the campus (Chepchieng, 2006). Reputation of the institution is also important to prospective students along with the indication that upon successful completion of their selected programme there will be a high probability that jobs will available for them.

Other studies have established that the cost of attending college, regardless of the type of institution, plays a very important role in choice of college; whereas other studies of this study. A study by Maringe (2006) with form six students in Southampton showed that students considered the price related to a degree programme as important when choosing a university or courses of study. Noel-Levitz (2012) found out that first years students attending public universities in Iowa indicated that cost and availability of financial aid as some of the dominant factors in choice of college of study. Thus, students who received financial aid awards were more likely to enter college. Ismail (2009) who researched on mediating effect of information on university choice found out that students were satisfied with college choice based on their information satisfaction with respect to financial factors which served as external influences. These financial factors included financial aids and affordable fees.

4.3.3 Determining Influence of Career Interests

The third part of the first research objective sought to establish the influence of student's career interests on the degree choice and university placement of students in public universities. The study analysed statements that assessed how this factor influenced choice of degree programme and university placement of students.

4.3.3.1 Influence of Career Interests on Choice of Degree Programme

The respondents were provided with five items on a five point likert scale scored as follows, strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5). The items were keyed such that a high score indicated high influence. The first four items were positively keyed such that a high score indicated a strong family influence. Item 5 ('Had I known my career interests earlier, I would have taken a different degree programme') was negatively keyed and scoring reversed prior to the analysis. Their responses are presented in Table 18.

Table 18

Influence of Career Interest in Determining Degree Programmes

Statements	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
My career interests made me choose the degree programme that I am studying	197	41.2	169	35.4	24	5.0	38	7.9	50	10.5
My degree programme is related to my career interests	238	49.8	180	37.7	26	5.4	16	3.3	18	3.8
My degree programme offers me a wide variety of careers related to my interests	194	40.6	191	40.0	48	10.0	24	5.0	21	4.4
After graduation, I will pursue another degree programme related to my career interests	78	16.3	76	15.9	94	19.7	104	21.8	126	26.4
Had I known my career interests earlier, I would have taken a different degree programme	34	7.1	28	5.9	42	8.8	173	36.2	201	42.1

As indicated in Table 18, majority (87.5%) of the respondents agreed that their degree programmes were related to their career interests; 80.6% of the respondents agreed that their

degree programmes offered them a wide variety of careers related to their interests. Majority (48.2%) of the respondents disagreed that after graduation, they would pursue another degree programme related to their career interests and 32.2% agreed. Only 13% of the students agreed that they would have taken a different degree programme if they had known earlier their career interests, whereas the majority (78.3%) disagreed with the statement. These findings imply that the students' career interests were a significant factor when choosing their degree programmes. Majority (73.3%) are contented with the degree programme they are undertaking which means that the students had considered their career interests in selecting the degree programme. Thus, career interests influenced the career choices of the students in public universities in Kenya.

In order to determine the influence of career interests on choice of degree programme, the means of the responses was calculated. The maximum possible mean score was 5 while the minimum possible mean score was 1. The mean scores of the influence of student's career interests on degree programme of students were presented in Table 19.

Table 19

Means of Influence of Career Interests on Degree Programme

	Mean	Std. Deviation
My career interests made me choose the degree programme that I am studying	3.89	1.309
My degree programme is related to my career interests	4.26	0.979
My degree programme offers me a wide variety of careers related to my interests	4.07	1.049
After graduation, I will pursue another degree programme related to my career interests	3.26	1.421
Had I known my career interests earlier, I would have taken a different degree programme	2.00	1.177
Average Mean Score	3.50	

Table 19 indicate that the influence of career interests on degree programme of the students was quite high. The computed average mean score of the influence of career interests on degree programme was 3.50. Comparing this mean score with the three levels of influence created to represent the magnitude of the influence on the dependent variable (Degree programme) in Table 10, the results clearly show that the mean score of the influence of

career interests on degree programme lies between 3.5 and 4.5. This shows that the influence of career interests on degree programme of students in public universities was high. This implied that career interests were a significant factor in influencing the choice of degree programmes of students in public universities in Kenya. The lowest value of standard deviation (0.979) indicates the most the students in both modules were pursuing degree programmes that were related to their career interests. The highest value of standard deviation (1.421) indicates that the students gave varied responses to the fact that some strongly agreed and other strongly disagreed that they will pursue another degree related to their career interests after graduation. This means that students who are aware of their career interests are in a better position to choose degree programmes that relate to their interests, than students who have no knowledge of their career interests.

Hewitt (2010) concurs that interest has become the most important factors in determinant and measures of occupational selection. Career interests, preferences and competencies develop over time and also change with time and experience, thus making career choice and adjustment a continuous process. When the students know their interests, they are able to develop career aspirations related to their interests. According to Santrock (2005), the two determinants of interests are nurture, which emphasizes socialisation and learning and includes numerous environmental and psychological influences; and nature, which emphasizes genetics and hereditary interests. Findings from a study by Gacohi, Sindabi, Mwaniki and Kimani (2015), on effects of career guidance activities on career development of secondary school students indicated that the schools which had a high frequency and a wide variety of career guidance activities had higher career development than those who had low frequency and limited activities. These activities assisted the students in exploring, understanding and developing their career interests. Appropriate career development enables the students to acquire career interests, attitudes and work values (Savickas, 2008).

There are many reasons why people choose a career. One of the most important factors in making career decisions should be career interests (Hewitt, 2010). A quantitative review study on career interests' congruence and job satisfaction by Earl (2014) established a strong positive correlation between congruence of career interests and job satisfaction. Congruency was measured by considering how individuals' career interests matched the characteristics of the job. The studies found that in a working environment, the most prevalent personality types showed the highest level of congruence and scored high on satisfaction than those who

were incongruent. Investigating dropout rates from the nursing occupation using interest inventories to assess similarities between nurses' specialization and vocational interest revealed that there were high levels of satisfaction where subjects were congruent with the career interest. Gitonga, Kigen, Wangeri and Orodho (2013) assert that higher levels of educational stability, satisfaction and achievement have been attributed to congruence. The personal benefits of finding and enrolling in an academic environment that matches one's interest and abilities include less stress, course retention, while the institutional benefits include less absenteeism, low dropout and high academic productivity and consequently satisfaction. Matching career interests with skill to a career choice is the key to career satisfaction. It can make the all important difference between liking a job and resenting it (Wagner & Fard, 2009). Career congruence can lead to a personal sense of purpose and emotional well-being that come when working in a field of interest and competence (Savickas, 2008). To employers, it means retaining well-trained and motivated employees, who are more productive and a reduction of staff turnover expenses.

4.3.3.2 Influence of Career Interests on Students' University Placement

The respondents were provided with three items on a five point likert scale scored as follows, strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5). The items were keyed such that a high score indicated high influence. The three items were positively keyed such that a high score indicated a strong influence. Their responses are presented in Table 20.

Table 20

Influence of Career Interests in Determining University Placement

Statements	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
I considered my career interests when selecting this university	181	37.9	176	36.8	48	10.0	50	10.5	23	4.8
I changed the university of study due to my career interests	22	4.6	21	4.4	29	6.1	185	38.6	221	46.3
Studying in this university offers me high prospects of <u>employment</u>	169	35.4	174	36.4	99	20.7	19	4.0	17	3.6

Table 20 clearly indicates 74.7% of the respondents agreed that they had considered their career interests when selecting the university and a majority (84.9%) of the students

disagreed that they had changed the university due to career interests. When the respondents were asked if studying in the university they were enrolled offered them high prospects of employment, 71.8% were in agreement. These results imply that the students had considered their career interests when selecting the public university to study in.

In order to determine the influence of career interests on choice of public university to study in, the means of the responses was calculated. The maximum possible mean score was 5 while the minimum possible mean score was 1. The mean scores of influence of career interests on university placement of students were presented in Table 21.

Table 21

Means of Influence of Career Interests on University Placement

Statements	Mean	Std. Deviation
I considered my career interests when selecting this university	3.92	1.152
I changed the university of study due to my career interests	1.82	1.042
Studying in this university offers me high prospects of employment.	3.96	1.020
Average Mean Score		3.24

Table 21 indicate that career interests influenced the university placement of students. The computed average mean score of the influence of career interests on university placement was 3.24. Comparing the mean score with the three levels of influence were created to represent the magnitude of the influence on the dependent variable (University Placement) in Table 10, the results clearly show that the mean score of the influence of career interests on university placement lies between 2.5 and 3.4. This implies that career interests had moderate influence on the student's choice of public university in Kenya. The students indicated their institution preference by using statements such as; 'best choice/suited for my degree programme'; 'my dream/ favourite /preferred university'; 'university of choice'; 'I like(d) university'; 'interesting to be here'; 'university of interest'; 'impressed with university'; 'okay with my choice'.

The findings concur with existing literature which affirms the importance of students' attitudinal and emotional beliefs in influencing their university or college choices (Wagner, & Fard, 2009). Student's positive attitudes and attachment to institutions emanate from their

experiences and image of the institution. This implies that there is need for the public universities to create strong emotional and structural attachments with the high school students in order to induce their interest in them. A recent research by Lugulu and Musoga (2013) with students of University of Eldoret differs with the findings of this study. The findings indicated that some students were placed in universities they had not selected nor desired to be in. Others stated that they were not guided by their career interests when selecting the university and were assigned by the joint placement board of public universities in Kenya. The students' career interests consist of attitudinal and emotional variables that influence their choice of higher education institutions. These variables are observed when prospective students develop positive attitudes and feelings towards an institution (Temple, 2009). These positive attitudes are indicated by a desire to join that institution for study.

Studies show that students are often attracted to college education because of the career opportunities it may provide (Ming, 2010). In their responses to the questionnaire item, 'Studying in this university offers me high prospects of employment', a majority (71.8%) of the students agreed with the statement. This implies that they associate the universities with future career prospects. In Kenya students regard education quality, job opportunities, reputation of the institution, socialization and campus location and flexibility in the course requirements as important factors in their choice of university (Koech, 2016). Agrey and Lampadan (2014) posit that the learning environment and job prospects in terms of having modern learning facilities and environment, a beautiful campus, developing and maintaining a good reputation, along with the amount of books available in library, an up-to-date computer lab as well as and high rate of job prospects for the graduates. These variables affect the attitudinal and emotional aspects of the students' career interests (Temple, 2009).

4.3.4 Determining Influence of Career Information

The fourth part of the first research objective sought to establish the influence of career information on the degree programme and university placement of students in public universities. The study analysed statements that assessed how this factor influenced choice of degree programme and university placement of students.

4.3.4.1 Influence of Career Information on Choice of Degree Programme

The study investigated influence of career information in determining the degree programme of university students. Influence on career information on degree programme was measured

by six items on a likert scale scored as follows; strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5). Item 5 was negatively keyed and hence the scoring was reversed prior to analysis. The results obtained are presented in Table 22.

Table 22

Influence of Career Information on Degree Programme

Statements	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
I had sufficient information concerning my degree programme	116	24.3	201	42.1	60	12.6	78	16.3	23	4.8
There are many careers related to the degree course I am studying	194	40.6	206	43.1	46	9.6	18	3.8	14	2.9
My school counsellor gave me career information concerning my degree choice	44	9.2	99	20.7	30	6.3	182	38.1	123	25.7
Career information resources influenced me in choosing this degree programme	31	6.5	128	26.8	43	9.0	160	33.5	116	24.6
No one has ever talked to me about careers related to my degree programme	22	4.6	51	10.7	30	6.3	205	42.9	170	35.6
I do not know anything about the degree choice I am studying	10	2.1	14	2.9	19	4.0	175	36.6	260	54.4

Table 22 clearly points out that 66.4% of the students agreed that they had sufficient career information concerning their degree programme while 21.1% disagreed. Majority (63.8%) of disagreed with the school counsellor gave them career information and only 29.9% agreed that the school counsellor assisted them with career information. Additionally, 58.1% also disagreed that the career information resources available in school influenced them in choosing their degree programme while 33.3% agreed that the career information resources in school assisted them. About 91.0% of the students disagreed with the statement that they knew nothing about their degree programme as compared to 5.0% who agreed that they knew nothing. 83.1% of the respondents agreed that there were many careers related to the degree course they were studying and 6.7% disagreed. Majority (78.5%) of the students disagreed with the statement that ‘no one had given them career information about their degree programme’. These findings indicate that although the career information resources were

present in school, they did not play a significant role in influencing the students' degree choice. The students agree that someone helped them with career information about their degree choice but they do not agree that the assistance came from the school counsellor.

In order to determine the influence of career information on choice of degree programme, the means of the responses was calculated. The maximum possible mean score was 5 while the minimum possible mean score was 1. The mean scores of the influence of career information on degree programme of students were presented in Table 23.

Table 23

Means of Influence of Career Information on Degree Programme

Statements	Mean	Std. Dev.
I had sufficient information concerning my degree programme	3.65	1.154
There are many careers related to the degree course I am studying	4.15	0.947
My school counsellor gave me career information concerning my degree choice	2.50	1.317
Career information resources in my school influenced choosing this degree programme	2.58	1.287
I do not know anything about the degree choice I am studying	4.38	0.863
No one has ever talked to me about careers related to my degree programme	3.94	1.122
Average Mean Score	3.53	

Table 23 indicates that the influence of career information on student's choice of degree programme was quite high. The computed average mean score of the influence of career information on degree programme was 3.53. Comparing this mean score with the three levels of influence created to represent the magnitude of the influence on the dependent variable (Degree programme) in Table 10, the results clearly show that the mean score of the influence of career information on degree programme lies between 3.5 and 4.5. This entails that the influence of career information on degree programme of students in public universities was high. This implies that career information is a significant factor in influencing the choice of degree programmes of students in public universities in Kenya. The lowest value of standard deviation (0.863) indicates the most the students in both modules did

not know anything about the degree choice they were studying. These results underscore the importance of provision of adequate career information to students when they are choosing degree programmes. The highest value of standard deviation (1.317) indicates that the students gave varied responses to the fact that some strongly agreed and other strongly disagreed that the school counsellor gave me career information concerning my degree choice. This signifies that students who have adequate career information are in a better position to make informed choices in degree programmes, than students who have no knowledge of their career interests.

A recent study by Nyamwange (2016) on the influence student's interest on career choice found out that having prior knowledge about a career is important in developing and nurturing interest in the career. In fact prior knowledge prepares an individual for the conditions obtaining for a career and one will decide to enter a career from a point of knowledge. Knowledge on a career can be acquired through doing research and consultation, training, exposure as well as industrial attachment (Nyamwange, 2016). The study observed that the level of career guidance and counselling provided in secondary schools was neither well planned nor organized. In addition, there were no clear policies within which the service is provided. Students' degree programme decisions were guided by other factors rather than career information. Findings from a study by Gacohi, Sindabi, and Omulema (2011) on effects of guidance and counselling programme on career development of secondary school students indicated that provision of relevant and adequate career information and career guidance activities fosters appropriate career development. Tillman (2015) agrees that the advice career counsellors give involved mostly the university degree application processes and cluster subjects, while it was the classroom teachers that gave more academic advice. Research by Dietrich and Nurmi (2011) pointed out that although students need and seek guidance from their when making plans for their career paths, they do not necessarily always turn to their parents/guardians for the advice.

Gurney-Read (2014) affirms that the school counsellors work hard in order to advise their pupils on which courses and careers will best suit their academic abilities, but teachers and schools cannot, on their own, be expected to have a thorough knowledge of all the developments in university teaching and in the many careers that are available for students. In Kenyan schools, studies indicate that the implementation of career guidance and counselling programme has been hampered by inadequacy of career guidance and counselling resources,

unskilled career guidance teachers who also overloaded with academic class work (Oreng, 2011). Useful career information on public universities and the degree programmes they offer is available in the KUCCPS website (KUCCPS, 2016). More information is available through university brochures and bulletins. It is very important for schools to work closely with universities, which are in a position to provide relevant and up-to-date information on how different careers are changing, what skills they require and, of course, what courses and universities will help students best prepare themselves (Gitonga, Kigen, Wangeri & Orodho, 2013). The schools should attend university open and career days in which the different faculties and departments in the universities explicate the various degree programmes they offer and career opportunities. Some universities such as Egerton University have periodically organized for career workshops for career teachers in Nakuru County. Schools need to provide career guidance to learners during their high school studies. The career guidance programmes guide learners in making their career choices and aspirations before entering university. School counsellors provide information, tools and perspective to parents, students, schools and their communities that build college and career readiness for all students (Mumiukha, 2011). School counsellors are uniquely positioned as the school professionals best able to guide all students toward college readiness. School counsellors interact with teachers, administrators, students and their families each day, marshalling forces from across the school, district and community (Ferry, 2006).

4.3.4.2 Influence of Career Information on Students' University Placement

The study investigated influence of career information in determining the university placement of students in both regular and self-sponsored modules. Influence on career information on university placement was measured by four items on a Likert scale scored as follows; strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5). Item 4 was negatively keyed and hence the scoring was reversed, a high score indicated high influence of career information in determining the university placement of students in both regular and self-sponsored modules. The findings are provided in Table 24.

Table 24

Influence of Career Information on University Placement

Statements	SA		A		U		D		SD	
	f	%	f	%	f	%	f	%	f	%
I had sufficient information concerning this university	98	20.5	201	42.1	61	12.8	94	19.7	24	5.0
Career information resources in my school influenced me in choosing this university	41	8.6	107	22.4	48	10.0	164	34.3	118	24.7
My school counsellor gave me career information concerning this university	28	5.9	96	20.1	33	6.9	205	42.9	116	24.3
I had no access to any career information on choice of university	27	5.6	60	12.6	27	5.6	208	43.5	156	32.6

Table 24 clearly indicates that majority (62.6%) of the students agreed with the statement that they had sufficient information concerning the university while 24.7% disagreed, and 59.0% disagreed that the school's career information resources assisted them in choosing the university while 31.0% agreed. On whether the school counsellor gave them information about the university, 67.2% disagreed while 26.0% agreed. Concerning having no access to career information on choice of university, 76.1% disagreed with the statement and 18.2% of the students reported that they had no access to information.

In order to determine the influence of career information on choice of public university to study in, the means of the responses was calculated. The maximum possible mean score was 5 while the minimum possible mean score was 1. The mean scores of influence of career information on university placement of students were presented in Table 25.

Table 25

Means of Influence of Career Information on University Placement

Statements	Mean	Std. Deviation
I had sufficient information concerning this university	3.54	1.165
Career information resources in my school influenced me in choosing this university	2.57	1.306
My school counsellor gave me career information concerning this university	2.40	1.218
I had no access to any career information on choice of university	3.85	1.172
Average Mean Score	3.09	

The highest means (3.54 and 3.85) in Table 25 indicate that the students had sufficient career information concerning the choice of university. The results also indicate that the career information from school (2.57 and 2.40) was inadequate. The computed average mean score of the influence of career information on university placement was 3.09. Comparing the mean score with the three levels of influence were created to represent the magnitude of the influence on the dependent variable (University Placement) in Table 10, the results clearly show that the mean score of the influence of career information on university placement lies between 2.5 and 3.5. This implies that career information had moderate influence on the student's choice of public university in Kenya. These results imply that although the school, through the career counsellor and career information resources, did not provide the students with adequate career information about public universities, the students had other sources of career information. The findings signify that career information was a influencing factor in the choice of university for both students in regular and self-sponsored modules. These results indicate that although the students had sufficient career information, the career resources and the career counsellors in schools did not have a significant contribution to the information. This implies that the students had other sources of career information other than the school. It also implies that the career resources in schools do not benefit the majority of students (Lugulu & Kipkoech, 2011).

The findings from this study indicate that career information had a very strong influence on the university placement for students in both modules of study. This underscores the importance of adequate career information concerning the institutions of study that will

enable the students make informed choices. The students indicated their knowledge about the choice of university with statements such as; ‘I applied to study here’; best choice for my courses’; best public university’; ‘best learning atmosphere’; ‘course best offered in this university’; ‘world class/leading university’; ‘only university with my option’; ‘quality university studies in the university’; ‘conducive environment’; ‘didn’t want a remote university’. These results are in agreement with findings from a study by Koech (2015) which indicated that parents were particularly influential persons in the process of university selection. The students rated the influence of the parent and friends, education quality, job opportunities, reputation of the institution, socialization and campus location and flexibility in the course requirements as important factors in their choice of university.

These findings are in contrast with findings from a study by Ngumi (2008) which found out that students, school counsellors and class teachers, perceived that career guidance and counselling, played a significant role in the students’ career awareness and career planning. Gacohi, Sindabi, Omulema (2015) postulated that provision of career guidance and counselling services significantly enhanced the levels of career awareness and career planning among students in Kenya’s public secondary schools. In their study on effect of guidance and counselling on the career development of secondary school students, the findings underscored that provision of career guidance and counselling services significantly enhanced the levels of career awareness and career planning among students in Kenya’s public secondary schools.

Other aspects of career information that influence student’s university choice include availability of extra-curricular activities, and campus location, course marketability and flexibility in the course requirements (Earl, 2014). A recent study by Gichuhi and Kibui (2015) in University of Nairobi confirmed that most students join a university due to availability of extra-curricular activities rather than meeting friends and other activities. The study found out that the major reason cited by students for choosing the university was being the best regional public university as per the international web. The general perception is that when one is an alumnus of a reputable university increases the prospects of being offered a job from reputable organisations (Clutter, 2010). This reasoning from the majority of students is consistent with theories of demand for education which states that demand is directly related to both monetary and non-monetary benefits of education.

4.3.5 Summary of the findings from First Objective

Table 26 gives the summary of the means of the four influencing factors that have been analysed in objective one of the study.

Table 26

Means of Influencing factors on Degree Programme and University Placement

Factors	Degree programme	University Placement
Student's Family	2.56	2.66
Financial resources	2.52	2.41
Career Interests	3.50	3.24
Career Information	3.53	3.09

The results from Table 26 indicate that the student's family had a moderate influence on both choice of degree programme (2.56) and university placement (2.66) respectively; and financial resources had a moderate influence (2.56) on choice of degree programme and low influence (2.41) on university placement. Career interests had a high influence (3.50) on choice of degree programme and moderate influence (3.24) on university placement; while career information had a high influence (3.53) on choice of degree programme and moderate influence (3.09) on university placement.

4.4 Establishing Differences in the Influence of Student's Family among Students

The research hypothesis derived from the objective was: 'There is no statistically significant difference in the influence of student's family on degree choice and university placement between regular and self-sponsored students in public universities'. The objective sought to establish whether differences existed in the influence of student's family on the degree choice and university placement between regular and self-sponsored students in public universities.

4.4.1 Differences in the Influence of Student's Family on Degree Programme

The first part of the hypothesis sought to establish whether statistically significant differences exist in the influence of student's family on degree programme between regular and self-sponsored students. The independent samples *t*-test was used to do the analysis. Independent-sample *t*-test is used when comparing the mean scores of two different groups of people or conditions. The technique assumes that random samples are obtained from a normally populations of equal variances and that the observations that make up your data are

independent of one another. This means that the variability of scores for each of the groups is similar (Cohen, 1988; Pallant, 2005).

Table 27 presents the group statistics and gives the mean and standard deviation for each of the groups. Table 28 presents the output of the Independent samples test and gives the results of Levene's test for equality of variances. In order to determine which t-values to use, the level of significance of Levene's test (α) is considered. If the Sig. value (α) is larger than 0.05, the first line in the table is used, which refers to 'Equal variances assumed'. If $\alpha = 0.05$ or less, this means that the variances for the two groups are not the same, and the information in the second line of the t-test table is used. Establishing whether there is a significant difference between the two groups is done by assessing the value of Sig. (2-tailed). If the value in the Sig. (2-tailed) column is equal or less than .05, there is a significant difference in the mean scores on the dependent variable for each of the two groups, and if the value is above .05, there is no significant difference between the two groups. The results of the independent samples t-test for the influence of student's family on choice of degree programme among regular and self-sponsored students in public universities are presented in Tables 27 and 28.

Table 27

Group Statistics of Influence of Student's Family on Degree Programme

	Module	N	Mean	Std. Deviation	Std. Error Mean
Family Influence on degree choice	Regular	263	2.31	1.246	0.077
	Self-sponsored	215	2.79	1.395	0.095

The results from table 27 show that there was a difference in the mean scores for regular ($M = 2.31$, $SD = 1.246$) and self-sponsored students ($M = 2.79$, $SD = 1.395$). These results also shows that the self-sponsored students had a higher mean score than regular students, which indicates that the self-sponsored students experienced more family influence on their choice of degree programme than the regular students.

Table 28

Independent Sample *t*-test of Influence Student's Family on Degree Programme

Family Influence on Degree Choice	Levene's Test for Equality of Variances			t-test for Equality of Means				
	f	Sig.	t	df	Sig (2- tailed)	Mean Difference	Std Error Difference	95% confidence interval of Difference
							Lower	Upper
Equal Variances assumed	23.439	0.00	-4.808	476	.000	-.4810	.1210	-.8190 - .3440
Equal variances not assumed			-4.753	433.4	.000	-.4810	.1220	-.8220 - .3410

Table 28 indicates the results of the independent samples *t*-test conducted to compare student's family influence on degree programme for regular and self sponsored module students. The Levene's test significant value is 0.000, which is less than $\alpha = 0.05$; hence we use the values of the second line of the table; ($t (433.4) = -4.753, p = 0.00$), indicating that there was a significant difference in the mean scores of student's family influence on the degree programme.

In order to find out the magnitude of the difference in the influence of student's family on degree programme for both groups of students, effect size statistics was computed. Effect size statistics provide an indication of the magnitude of the differences between the groups (not just whether the difference could have occurred by chance) (Pallant, 2005; Cohen, 1988). The most commonly used effect size statistics is eta squared. Eta squared can range from 0 to 1 and represents the proportion of variance in the dependent variable that is explained by the independent (group) variable. The formula for eta squared is as follows:

$$\text{Eta squared} = \frac{t^2}{t^2 + (N_1 + N_2 - 2)}$$

Where:

t^2 is the computed *t*-test value

N_1 is the frequency of group one

N_2 is the frequency of group two

Substituting in the formula we get;

$$\text{Eta squared} = (-4.753^2) / (4.753^2) + (263 + 215 - 2) = 0.075.$$

According to Cohen (1988) the guidelines for interpreting this value are: 0.01 = small effect, 0.06 = moderate effect, 0.14 = large effect. The eta squared value obtained above is 0.075 which indicates that the magnitude of the differences in the student's family influence on degree choice between regular and self-sponsored students was moderately high.

The independent-samples t-test was conducted to compare the student's family influence scores for regular and self-sponsored students. There was a significant difference in the mean scores for regular ($M = 2.31$, $SD = 1.246$) and self-sponsored students [$M = 2.79$, $SD = 1.395$; $t(433.4) = -4.753$, $p = 0.00$]. The magnitude of the differences in the means was above moderate (eta squared= 0.075). Thus, the null hypothesis is rejected and conclusion is made that there was a statistically significant difference in the influence of student's family on degree choice between students in regular and self-sponsored modules in public universities. Specifically, the results suggest that self-sponsored students had more students' family influence on their degree choice than students in regular module.

Although the findings show that the average student's family influence on choice of degree programme is moderate, the findings show that self-sponsored students had a higher family influence than the regular students. Research done by Clutter (2010) on the effects of parental influence on their children's career choices demonstrated that parents have been the largest influence on their children. Parents/guardians are typically the primary source for career-related information for adolescents, and a child's first role model for the world of work, as he or she observes his or her parent's behaviour around their occupation. This outcome concurs with the findings of a research done by Gichuhi and Kibui (2015) that family influence was also a major factor mainly for the young students, who were still dependent on the family choice basket. The parents/guardians seem to have a say on the choice of degree programme due the fact that they are ones paying for the degree.

According to Bandura (2002), parental influences are powerful determinants that influence the interests, goals, and accomplishments of undergraduate students. Edwards (2016) affirms that for female students, having a father in a professional or executive occupation has a larger effect than does having a mother in a professional or executive position. For male students, the opposite holds. According to Edwards (2016), people within a family are proportionally more likely to eventually also choose the same occupation. Although the family (referring to parents/guardians, siblings and close relatives) influence the career choice of an individual,

however, in absolute terms the vast majority of young people strike their own path and choose a profession different than that of their parents or their siblings. Other family aspects that influence career choice are the educational level, career expectations and aspirations of the parents.

4.4.2 Differences in the Influence of Student's Family on University Placement

The second part of the hypothesis sought to establish whether statistically significant differences exist in the influence student's family of on university placement between regular and self-sponsored students. The independent samples *t*-test was used to do the analysis. Independent-sample *t*-test is used when comparing the mean scores of two different groups of people or conditions. The results of the independent samples *t*-test for the influence of student's family on choice of degree programme among regular and self-sponsored students in public universities are presented in Tables 29 and 30.

Table 29

Group Statistics of Influence of Family on University Placement

Family Influence on Placement	Module	N	Mean	Std. Deviation	Std. Error Mean
Regular		263	2.22	1.273	.079
Self- sponsored		215	3.10	1.407	.096

The results in Table 29 show that there was a difference in the mean scores for regular ($M = 2.22$, $SD = 1.273$) and self-sponsored ($M = 3.10$, $SD = 1.407$) students. The mean score of family influence on university placement for regular students was lower than the mean score for self-sponsored students. These results also shows that the self-sponsored students had a higher mean score than regular students, which indicates that the self-sponsored students experienced more family influence in their choice of university than the regular students. The high values of standard deviation (1.407) for self-sponsored students implies that they gave varied scores in which some students experience high family influence on choice of university placement, while others experienced none at all.

Table 30

Independent Sample *t*-test of Influence of Student's Family on Placement

Family influence on Placement	Levene's Test for Equality of Variances			t-test for Equality of Means					
	f	Sig.	t	df	Sig (2-tailed)	Mean Difference	Std Error Difference	95% confidence Interval of Difference	
								Lower	Upper
Equal Variances assumed	16.72	0.000	-8.040	476	.000	-.8830	.1230	-1.228	-.07460
Equal variances not assumed			-7.960	436.7	.000	-.8830	.1240	-1.230	-.07430

Table 30 represents the outcome of the independent samples *t*-tests conducted to compare family influence on university placement for regular and self sponsored module students. The Levene's test significant value is 0.000, which is less than $\alpha = 0.05$; hence we use the values of the second line of the table; ($t (436.7) = -7.960, p = 0.00$), indicating that there was a significant difference in the mean scores of student's family influence on university placement.

In order to find out the magnitude of the difference in the influence of student's family on university placement for both groups of students, effect size statistics was computed using eta squared (0.01 = small effect, 0.06 = moderate effect, 0.14 = large effect). The eta squared obtained was 0.117 which indicated that magnitude of the differences in the student's family influence on university placement between regular and self-sponsored students was large.

The independent-samples *t*-test was conducted to compare the family influence scores for regular and self-sponsored students. There was a significant difference in the mean scores for regular ($M_1 = 2.22, SD_1 = 1.273$) and self-sponsored students [$M_2 = 3.10, SD_2 = 1.407; t (436.7) = -7.960, p = 0.00$]. The magnitude of the differences in the means was large effect (eta squared= 0.117). Thus, the null hypothesis is rejected and conclusion is made that there was a statistically significant difference in the influence of student's family on university placement between students in regular and self-sponsored modules in public universities. Specifically, the results suggest that self-sponsored students had more influence of student's family on their degree choice than students in regular module.

These results agree with findings of a study carried out by Tillman (2015) on career aspirations of college students which found out that majority of the young students depended on family for their choice of university. This is especially if the parents or other siblings, relatives were university alumnae. A smaller number of the students preferred a different university compared to the one parents or relatives attended especially if they perceived the benefits of attending the university low. The influence is greater when the student is in module II/self-sponsored (Ng'ang'a, 2014). Similarly, females in self-sponsored degree programmes experienced more pressure from the family than did males. In a recent study on parental influence on post-secondary major choice, the male students reported significantly more than female students that their maternal influence was the most negative impact on their major choice (Cridland, English, Hayles, McDonald, & McHugh, 2014). This suggests that male students find that their paternal influence is more in line with their interests and may be more supporting or helpful in making decisions. It could also suggest that male students may not look to their maternal figures when making decisions for college or university, and may rely solely on the opinions of their paternal parents.

4.4.3 Summary of the Findings from Second Objective

Table 31 and Table 32 give a summary of the group statistics and independent sample t-tests for the influence of the student's family on the degree choice and university placement.

Table 31

Group Statistics on Influence of Student's Family

	Module	Mean	Std. Deviation
Family Influence on degree choice	1	2.31	1.246
	2	2.79	1.395
Family Influence on University Placement	1	2.22	1.273
	2	3.10	1.407

Table 32

Independent Sample *t*-test on Influence of Student's Family

		t-test for Equality of Means								
		f	Sig.	t	df	Sig (2-tailed)	Mean Difference	Std Error Difference	95% confidence interval of Difference	
									Lower	Upper
Degree Programme	Equal Variances assumed	23.439	0.00	-4.808	476	.000	-.4810	.1210	-.8190	-.3440
	Equal variances not assumed			-4.753	433.4	.000	-.4810	.1220	-.8220	-.3410
University Placement	Equal Variances assumed	16.72	0.000	-8.040	476	.000	-.8830	.1230	-1.228	-.07460
	Equal variances not assumed			-7.960	436.7	.000	-.8830	.1240	-1.230	-.07430

From the results in Table 31 and Table 32 on student's family influence on degree programme [$M_1= 2.31$, $SD_1= 1.246$ and $M_2= 2.79$, $SD_2= 1.395$; $t(433.4)= -4.753$, $p= 0.00$]; ($\eta^2 = 0.075$) and university placement [$M_1= 2.22$, $SD_1= 1.273$ and $M_2= 3.10$, $SD_2= 1.407$; $t(436.7)= -7.960$, $p= 0.00$]; ($\eta^2 = 0.1175$); the following conclusions are made: Differences in the influence of student's family on both degree programme and placement exist and the differences are statistically significant. Therefore, the null hypothesis is rejected and conclude that there was a statistically significant difference in the influence of student's family on degree choice and university placement between regular and self-sponsored students in public universities.

4.5 Differences in the Influence of Financial Resources among Students

The research hypothesis derived from the third objective stated that 'there is no statistically significant difference in the influence of financial resources on degree choice and university placement between students in regular and self-sponsored modules'. The objective sought to establish whether differences existed in the influence of financial resources on the degree choice and university placement between regular and self-sponsored students in public universities.

4.5.1 Differences in the Influence of Financial resources on Degree Programme

The first part of the hypothesis sought to establish whether statistically significant differences exist in the influence of financial resources on degree programme between regular and self-sponsored students. The independent samples *t*-test was used to do the analysis. Independent-sample *t*-test is used when comparing the mean scores of two different groups of people or

conditions. The results of the independent samples *t*-test for the influence of financial resources on choice of degree programme among regular and self-sponsored students in public universities are presented in Tables 33 and 34.

Table 33

Group Statistics of Financial Resources' Influence on Degree Programme

	Module	N	Mean	Std. Deviation	Std. Error Mean
Financial Resources Influence on Degree Programme	Regular	263	2.601	1.534	.0946
	Self-sponsored	215	2.428	1.435	.0979

Table 33 gives the results that show there was a slight difference in the mean scores for regular ($M = 2.601$, $SD = 1.534$) and self-sponsored ($M = 2.428$, $SD = 1.435$) students. The mean score of the influence of financial resources on choice of degree programme for regular students was higher than the mean score for self-sponsored students. The results show that the regular students had a higher mean score than self-sponsored students, which indicated that the regular students experienced more influence of financial resources in their choice of degree programme than the self-sponsored students.

Table 34

Independent Sample *t*-tests of Financial Resources on Degree Programme

Financial resources influence on Degree Choice	Levene's Test for Equality of Variances			t-test for Equality of Means					
	f	Sig.	t	df	Sig (2- tailed)	Mean Difference	Std Error Difference	95% confidence interval of Difference	
								Lower	Upper
Equal Variances assumed	5.895	0.10	1.261	476	.208	.1729	.1371	-.09646	-.4422
Equal variances not assumed			1.270	467.5	.208	.1729	.1361	-.09466	-.4404

The results of the independent samples *t*-tests conducted to compare influence of financial resources on choice of degree programme for students in regular and self sponsored modules are presented in Table 34. The Levene's test significant value is 0.10, which is greater than $\alpha = 0.05$; hence we use the values of the first line of the table; ($t (476) = 1.261$, $p = 0.208$),

indicating that there was no significant difference in the mean scores of influence of financial resources on choice of degree programme between regular and self-sponsored students.

In order to find out the magnitude of the difference in the influence of financial resources on degree programme for both groups of students, effect size statistics was computed. Effect size statistics provide an indication of the magnitude of the differences between groups (not just whether the difference could have occurred by chance) (Pallant, 2005; Cohen, 1988). The most commonly used effect size statistics is eta squared. Eta squared can range from 0 to 1 and represents the proportion of variance in the dependent variable that is explained by the independent (group) variable. $\text{Eta squared} = (1.261^2) / (1.261^2 + (263 + 215 - 2)) = 0.0033$. Cohen (1988) gives the guidelines for interpreting this value as: 0.01 = small effect, 0.06 = moderate effect, 0.14 = large effect. The eta squared value obtained above is 0.0033 which indicates that the magnitude of the differences in the influence of financial resources on choice of degree programme between regular and self-sponsored students was very small.

The independent-samples t-test was conducted to compare the financial resources' influence scores for regular and self-sponsored students. There was no significant difference in the mean scores for regular ($M_1 = 2.601$, $SD_1 = 1.534$) and self-sponsored students [$M_2 = 2.428$, $SD_2 = 1.435$; $t(476) = 1.261$, $p = 0.208$]. The magnitude of the differences in the means was very small (eta squared= 0.0033). Therefore, the null hypothesis is not rejected and conclusions are made that there was no statistically significant difference in the influence of financial resources on degree choice between students in regular and self-sponsored modules in public universities. Specifically, the results suggest that financial resources had similar degree of influence on degree programme for both self-sponsored and regular module students.

These findings contrast the findings from a research done by Otieno Bizimana, and Ndayambaje (2015) which showed that students' socio-economic status (SES) constituted a significant determinant to the students' enrolment; whereby more candidates from middle and high income families were enrolled for self-sponsored degree programmes. The representation of students from low income and poor socio-economic backgrounds was low. The cost of the degree programmes was also considered as a factor influencing the choice.

Another study done to compare the completion rates of module I and II students of Egerton University found out that self-sponsored (Module II) students faced more financial challenges compared to regular (Module I) students and this affected their academic performance. This was because more regular students received loans from Higher Education Loans Board (HELB) compared to the self-sponsored students (Moindi, Bogonko, Ondima, Nyang'au, & Nyang'au, 2013). The module II students paid their own fees and did not receive financial assistance from the general public in the form bursaries or sponsorships. Ooro (2009) postulates that the lack of assistance may be because the general public presumed they hailed from rich families. Onsongo, (2011), also agreed with the notion that a majority of the students in parallel/self-sponsored modules are presumed to come from families with high or middle socioeconomic status. Moindi et al (2013) found out that more females enrolled in the parallel degree programmes than males. This could be owing to the type of courses offered in the university or the parents and guardians willingness to finance female education. Wainaina (2011) agrees that financial constraints affected more men students enrolled in the Module II programs than it did women. According to Wainaina (2011), the current approach of the universities where they claim of an open door policy for anyone who is willing and able to pay ignores this gender angle and is only likely to replicate and exacerbate the already existing gender disparities in education and specifically higher education.

In most public universities, the students in both modules study together. Whereas the self-sponsored modules has opened opportunities for students who had passed and missed out on their degree choices, Onsongo (2011) attests to the fact that a significant number of the students who opt for the self-sponsored module come from economically-able families who are able to afford the high fees charged. Mulongo (2013) also concurs that there is a skewed access favouring the self-sponsored students who have an advantage of applying for their degree programmes directly in their public universities.

4.5.2 Differences in the Influence of Financial resources on University Placement

The second part of the hypothesis sought to establish whether statistically significant differences exist in the influence of financial resources on university placement between regular and self-sponsored students. The independent samples *t*-test was used to do the analysis. The results of the independent samples *t*-test for the influence of financial resources on choice of university placement among regular and self-sponsored students in public universities are presented in Tables 35 and 36.

Table 35

Group Statistics of Financial Resources' Influence on Placement

	Module	N	Mean	Std. Deviation	Std. Error Mean
Influence of financial resources on placement	Regular	263	2.335	1.007	.06209
	Self-sponsored	215	2.480	1.128	.07691

The results in Table 35 show that there was a slight difference in the mean scores for regular ($M = 2.335$, $SD = 1.007$) and self-sponsored ($M = 2.480$, $SD = 1.128$) students. These results indicate that the self-sponsored students had a higher mean score than regular students, which indicates that the self-sponsored students experienced slightly more influence of financial resources on their choice of university than the regular students.

Table 36

Independent Sample *t*-tests on Influence of Financial Resources on Placement

Financial resources influence on Placement	Levene's Test for Equality of Variances		t-test for Equality of Means						
	f	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% confidence interval of Difference	
								Lower	Upper
Equal Variances assumed	3.777	0.053	-1.498	476	.145	-.1464	.09773	-.3384	-.04566
Equal variances not assumed			-1.481	433.5	.149	-.1464	.09884	-.3406	-.04790

The outcome of the independent samples *t*-tests conducted to compare influence of financial resources on university placement for regular and self sponsored module students is presented in table 36. The Levene's test significant value is 0.053, which is greater than $\alpha = 0.05$; hence we use the values of the first line of the table; ($t (476) = -1.498$, $p = 0.135$), indicating that there was no significant difference in the mean scores of influence of financial resources on university placement. In order to establish the magnitude of the difference in the influence of financial resources on university placement for both groups of students, effect size statistics was computed using eta squared. The eta squared obtained (0.0047) indicated that the magnitude of the differences in the influence of financial resources between regular and self-sponsored students was very small.

The independent-samples t-test was conducted to compare the financial resources' influence scores for regular and self-sponsored students. There was no significant difference in mean scores for regular ($M_1 = 2.335$, $SD_1 = 1.007$) and self-sponsored students [$M_2 = 2.480$, $SD_2 = 1.128$; $t(476) = -1.498$, $p = 0.135$]. The magnitude of the differences in the means was very small (eta squared= 0.0047). Therefore, the null hypothesis is not rejected and conclusions are made that there was no statistically significant difference in the influence of financial resources on university placement between students in regular and self-sponsored modules in public universities. Specifically, the results suggest that financial resources had similar degree of influence on degree programme for both self-sponsored and regular module students. This implies that the students did not consider whether a university is expensive or not when selecting university of study.

A study done by Mulongo (2013) showed that majority of the students from lower socioeconomic status chose to study in regular module in public universities more than their counterparts from high and middle socioeconomic status who opted for self-sponsored module in public universities. Based on the findings mentioned above, it is hypothesised that availability of financial resources (family income, bursaries, sponsorships or students' loans) is a significant factor influencing on university choice decision. All regular programmes in public universities in Kenya cost the same basically and are regulated by CUE (Commission for University Education) whose major roles include evaluation and costing of higher education and advising (CUE, 2015). These results also show that the self-sponsored students had a higher mean score than regular students, which indicates that the self-sponsored students experienced slightly more influence of financial resources on their choice of university than the regular students.

Studies show that college proximity is important in the choice process as well as college location which is significant in many students' minds. This was either because they wanted to live in a certain part of the country or because of financial constraints (McFadden, 2015). Burdett (2013) asserts that education level, income, and travel experience of parents are the easiest ways to determine how far away a student is willing to go to a particular college. Some of the students in this study cited distance as reason why they wanted to change or changed their university choice. Distance from home to the learning institution is a major determinant of indirect cost of education. Gichuhi and Kibui (2015) argue that, the more the distance to the university, the higher the cost of travelling when all other factors are held

constant. Students cited this as a major factor especially because they could access and receive other services without incurring extra costs.

4.5.3 Summary of the Findings from Third Objective

Table 37 and Table 38 give a summary of the group statistics and independent sample t-tests for the influence of the financial resources on the degree choice and university placement.

Table 37

Group Statistics on Influence of Financial Resources

	Module	Mean	Std. Deviation
Financial Resources on degree choice	1	2.601	1.534
	2	2.428	1.435
Financial Resources on University Placement	1	2.335	1.007
	2	2.480	1.128

Table 38

Independent Sample t-test on Influence of Financial Resources

t-test for Equality of Means									
	Levene's Test for Equality of Variances	F	Sig.	t	df	Sig (2- tailed)	Mean Difference	Std Error Difference	95% confidence interval of Difference
Degree Programme	Equal Variances assumed	5.895	0.10	1.261	476	.208	.1729	.1371	-.09646 -.4422
	Equal variances not assumed			1.270	467.5	.208	.1729	.1361	-.09466 -.4404
University Placement	Equal Variances assumed	3.777	0.053	-1.498	476	.145	-.1464	.09773	-.3384 -.04566
	Equal variances not assumed			-1.481	433.5	.149	-.1464	.09884	-.3406 -.04790

From the results in Table 37 and table 38 of financial resources' influence on degree programme [$M_1= 2.601$, $SD_1= 1.534$ and $M_2= 2.428$, $SD_2= 1.435$; $t(476) = 1.261$, $p = 0.208$]; ($\eta^2 = 0.0033$) and university placement [$M_1= 2.335$, $SD_1= 1.007$ and $M_2= 2.480$, $SD_2= 1.128$; $t(476) = -1.498$, $p = 0.135$]; ($\eta^2 = 0.0047$); the following conclusions are made: Although there were differences in the means of influence of financial resources on both degree programme and placement, the differences are not statistically significant. Therefore, the null hypothesis was not rejected and conclude that there was no statistically significant difference in the influence of financial resources on degree choice and university placement between regular and self-sponsored students in public universities.

4.6 Differences in the of Career Interests among Students

The research hypothesis derived from the fourth objective stated that ‘there is no statistically significant difference in the influence of career interests on degree choice and university placement between students in regular and self-sponsored modules’. The objective sought to establish whether differences existed in the influence of career interests on the degree choice and university placement between regular and self-sponsored students in public universities.

4.6.1 Differences in the Influence of Career Interests on Degree Programme

The first part of the hypothesis sought to establish whether statistically significant differences exist in the influence of career interests on degree programme between regular and self-sponsored students. The independent samples *t*-test was used to do the analysis. The results of the independent samples *t*-test for the influence of career interests on choice of degree programme among regular and self-sponsored students in public universities are presented in Tables 39 and 40.

Table 39

Group Statistics of Career Interests’ Influence on Degree Programme

	Module	N	Mean	Std. Deviation	Std. Error Mean
Influence of career interest on Degree programme	Regular	263	3.447	0.6257	.03858
	Self-sponsored	215	3.561	0.6833	.04660

The results in Table 39 indicates that there was a slight difference in the mean scores for regular ($M = 3.447$, $SD = 0.6257$) and self-sponsored students ($M = 3.561$, $SD = 0.6833$). The mean score of influence of career interests on choice of degree programme for regular students was lower than the mean score for self-sponsored students. These results also show that the self-sponsored students had a higher mean score than regular students, which indicates that the self-sponsored students were influenced more by career interests in choosing their degree programme than the regular students.

Table 40

Independent Sample *t*-tests on Influence of Career Interests on Degree Programme

Influence of Career Interest Degree Choice	Levene's Test for Equality of Variances			t-test for Equality of Means				
	f	Sig.	t	df	Sig (2- tailed)	Mean Difference	Std Error Difference	95% confidence interval of Difference
Equal Variances assumed	2.472	0.117	-1.891	476	.059	-.1144	.05996	-.2312 -.00443
Equal variances not assumed			-1.874	439.3	.062	-.1144	.06050	-.2323 -.00551

Table 40 portrays the results of the independent samples *t*-tests conducted to compare influence of career interests on choice of degree programme for students in regular and self sponsored modules. The Levene's test significant value is 0.117, which is greater than $\alpha = 0.05$; hence we use the values of the first line of the table; ($t (476) = -1.891, p = 0.059$), indicating that there was no significant difference in the mean scores of influence of career interests on choice of degree programme.

In order to find out the magnitude of the difference in the influence of career interests on degree programme for both groups of students, effect size statistics was computed. Effect size statistics provide an indication of the magnitude of the differences between your groups (Pallant, 2005; Cohen, 1988). The eta squared value obtained above is 0.00745 which is less than 0.01. This indicates that that magnitude of the differences in the influence of career interests on choice of degree programme between regular and self-sponsored students was very minimal.

The independent-samples *t*-test was conducted to compare the career interests' influence scores for regular and self-sponsored students. There was no significant difference in the mean scores for regular ($M_1 = 3.447, SD_1 = 0.6257$) and self-sponsored students [$M_2 = 3.561, SD_2 = 0.6833; t (476) = -1.891, p = 0.059$]. The magnitude of the differences in the means was very small (eta squared= 0.00745). Therefore, the null hypothesis is not rejected and conclusions are made that there was no statistically significant difference in the influence of career interests on degree programme between students in regular and self-sponsored modules in public universities. Specifically, the results suggest that career interests had

similar influence on choice of degree choice for both self-sponsored and regular module students. This also indicates that career interests had a high influence on choice of degree programme made by the students. Mulongo (2013) remarks that self-sponsored students have the advantage of choosing degree programmes which are related to their careers since they have the option of choice since they apply for their desired degree programmes in their preferred universities.

According to Nyamwange (2016), matching what one likes to do (interest) with what she or he does well (skill) to a career choice can make the all important difference between liking a job and resenting it. On the individual level, it can lead to a personal sense of purpose and emotional well-being that come with working in a field of interest. To employers, it means retaining well-trained and motivated employees, who are more productive with a reduction of staff turnover expenses (Savickas, 2008). These findings agree with the results above which indicate that both regular and self-sponsored students had a relatively strong career interests' influence. During career counselling, it is often assumed that people seek for activities and occupations that interest them, and if a job is boring, it is not likely to bring much personal fulfilment or sense of satisfaction even if the salary is high (Gichuhi & Kibui, 2015).

Theories on career development suggest that an optimal career choice should be congruent with one's interests, abilities and values (Savickas, 2008). Research indicates that students put self-interest before societal interest and rate money and power as primary motivators in finding a job. Globally the choice of a degree program or college major is characterized by a need to match a student's career aspirations, interest, clarity of the nature of work and type of training required. Holland (1997) argues that every individual has the tendency to like or dislike certain activities associated with different careers. Holland further argues that career interest is an aspect of an individual's personality and this interest describes personality (Brown & Associates, 2002). The activities that a person likes constitute a career interest and one hopes to experience satisfaction if they pursue that given line. Choosing a career is important in the young student's life, because it determines the future direction and what our living conditions will be. Career interests simply means, 'we love what we are good at and we are good at what we love'. Interests will affect our moods in doing our job, and you will barely get dull if you are interested in your job. Moreover, when you are interested in something, it probably is one of your gifts, so this career can bring your talents into full play

(Leung, 2008). A suitable career is the key of success. Most important of all, once we chose an occupation, it is a lifelong practice.

4.6.2 Differences in the Influence of Career Interests on University Placement

The second part of the hypothesis sought to establish whether statistically significant differences exist in the influence of career interests on university placement between regular and self-sponsored students. The independent samples *t*-test was used to do the analysis. The results of the independent samples t-test for the influence of career interests on choice of university placement among regular and self-sponsored students in public universities are presented in Tables 41 and 42.

Table 41

Group Statistics of Career Interests' Influence on University Placement

	Module	N	Mean	Std. Deviation	Std. Error Mean
Career interest Influence on placement by module	Regular	262	3.229	.6059	.03743
	Self-sponsored	215	3.245	.7404	.05050

The results in Table 41 show that there was a slight difference in the mean scores for regular ($M = 3.229$, $SD = 0.6059$) and self-sponsored ($M = 3.245$, $SD = 0.7404$) students. The mean score of the influence of career interests on university placement for regular was lower than for self-sponsored students. This indicates that the influence of career interests on university placement of students in public universities was strong. These results also show that the self-sponsored students and the regular students experienced similar or equal influence of career interests in their choice of university of study.

Table 42

Independent Sample *t*-tests of Career Interests' Influence on Placement

Influence Career Interest on Placement	Levene's Test for Equality of Variances			t-test for Equality of Means				
	f	Sig.	t	df	Sig (2- tailed)	Mean Difference	Std Error Difference	95% confidence interval of Difference
Equal Variances assumed	6.084	0.014	-.259	475	.796	-.01595	.06164	-.1371 -.1052
Equal variances not assumed			-.254	411.8	.800	-.01595	.06286	-.1395 -.1076

The outcome of the independent samples *t*-tests conducted to compare influence of career interests on university placement for regular and self sponsored module students is represented in Table 42. The Levene's test significant value is 0.014, which is less than $\alpha = 0.05$; hence we use the values of the second line of the table; ($t (411.8) = -0.254$, $p = 0.800$), indicating that there was no significant difference in the mean scores of influence of career interests on university placement.

In order to establish the magnitude of the difference in the influence of career interests on university placement for both groups of students, effect size statistics was computed using eta squared. The eta squared obtained was 0.00013 which is less than 0.01. This indicates that the magnitude of the differences in the career interests' influence on university placement between regular and self-sponsored students was very insignificant.

The independent-samples *t*-test was conducted to compare the career interests' influence scores for regular and self-sponsored students. There was a significant difference in the mean scores for regular ($M_1 = 3.229$, $SD_1 = 0.6059$) and self-sponsored students [$M_2 = 3.245$, $SD_2 = 0.7404$; $t (411.8) = -1.254$, $p = 0.800$]. The magnitude of the differences in the means was very small (eta squared= 0.00013). Therefore, the null hypothesis is not rejected and conclusions are made that there was no statistically significant difference in the influence of career interests on university placement between students in regular and self-sponsored modules in public universities. Specifically, these results suggest that career interests had similar influence on university placement for both self-sponsored and regular module students.

Students often make college choices based on existing job opportunities or prospective employment opportunities in the job market. In this study 71.8 % of students stated that studying in their particular university offered them high prospects for employment. Ming (2010) concurs with this finding that employment opportunities are a significant predictor that influences college choice decision. In a study survey by Noel-Levitz (2012) on career-school relationship, noted that employment opportunities was the top enrolment factor for higher education institutions, with 89% of students indicating it was important or very important to their decision. The sociological model of college choice focuses on the identification of personal aspirations and interests in determining college choice (Wagner, & Fard, 2009; Mbawuni & Nimako, 2015). Some of the factors influencing college preference included the reputation of the degree programmes among employers; graduate satisfaction with the course; graduate employment from the course; the quality of teaching in the course; approaches to teaching the course including opportunities for flexible study (Temple, 2009).

The school career guidance and counselling services can help students develop career interests by organizing some career activities such as industrial tours, universities' visits, field excursions, job shadowing, career days, career and clubs, and career talks by professionals and career specialists (OECD, 2004). Although the expectations about going to college should come from the student, the career guidance department in secondary schools must motivate the student to continue with the college choice process (Temple, 2009). Without the support of the career guidance department, the students may have trouble transitioning into higher education institutions.

4.6.3 Summary of the Findings from Fourth Objective

Table 43 and Table 44 give a summary of the group statistics and independent sample t-tests for the influence of the career interests on the degree choice and university placement.

Table 43

Group Statistics on Influence of Career Interests

	Module	Mean	Std. Deviation
Career Interests on	1	3.447	0.6257
Degree Choice	2	3.561	0.6833
Career Interests on	1	3.229	.6059
University Placement	2	3.245	.7404

Table 44

Independent Sample *t*-test on Influence of Career Interests

t-test for Equality of Means								
	Levene's Test for Equality of Variances	F	Sig.	t	df	Sig (2- tailed)	Mean Difference	Std Error Difference
Degree Programme	Equal Variances assumed	2.472	0.117	-1.891	476	.059	-.1144	.05996
	Equal variances not assumed			-1.874	439.3	.062	-.1144	.06050
University Placement	Equal Variances assumed	6.084	0.014	-.259	475	.796	-.01595	.06164
	Equal variances not assumed			-.254	411.8	.800	-.01595	.06286

From the results in Table 43 and Table 44 of career interests influence on degree programme [$M_1 = 3.447$, $SD_1 = 0.6257$ and $M_2 = 3.561$, $SD_2 = 0.6833$; $t(476) = -1.891$, $p = 0.059$]; ($\eta^2 = 0.00745$) and university placement [$M_1 = 3.229$, $SD_1 = 0.6059$ and $M_2 = 3.245$, $SD_2 = 0.7404$; $t(411.8) = -1.254$, $p = 0.800$]; ($\eta^2 = 0.00013$); the following conclusions are made: Although there were differences in the means of influence of career interests on both degree programme and placement, the differences were not statistically significant. Therefore, the null hypothesis is not rejected and concludes that there was no statistically significant difference in the influence of career interests on degree choice and university placement between regular and self-sponsored students in public universities.

4.7 Differences in the Influence of Career Information among Students

The research hypothesis derived from the fifth objective stated that ‘there is no statistically significant difference in the influence of career information on degree choice and university placement between students in regular and self-sponsored modules’. The objective sought to establish whether differences existed in the influence of career information on the degree choice and university placement between regular and self-sponsored students in public universities.

4.7.1 Differences in the Influence of Career Information on Degree Programme

The first part of the hypothesis sought to establish whether statistically significant differences exist in the influence of career information on degree programme between regular and self-sponsored students. The independent samples *t*-test was used to do the analysis. Independent-sample *t*-test is used when comparing the mean scores of two different groups of people or conditions. The results of the independent samples *t*-test for the influence of career

information on choice of degree programme among regular and self-sponsored students in public universities are presented in Tables 45 and 46.

Table 45

Group Statistics of Career Information on Degree Programme

Influence of career information on degree programme	Module	N	Mean	Std.	Std. Error
				Deviation	Mean
Regular	263	3.485	1.190	.0730	
Self-sponsored	215	3.602	1.099	.0750	

The results in Table 45 indicates that there was a slight difference in the mean scores for regular ($M = 3.485$, $SD = 1.190$) and self-sponsored ($M = 3.602$, $SD = 1.099$) students. The mean score of influence of career information on choice of degree programme for regular students was lower than the mean score for self-sponsored students. This indicates that on average career information had a high influence on choice of degree programme made by the students. The results also attest to the fact that although the mean score for influence of career information was relatively high, the self-sponsored students had a higher mean score than regular students, which indicates that the self-sponsored students experienced more influence of career information on their choice of degree programme than the regular students.

Table 46

Independent Sample *t*-tests of Influence of Career Information on Degree Programme

Career Information influence on Degree Choice	Levene's Test for Equality of Variances		t-test for Equality of Means						
	f	Sig.	t	df	Sig (2-tailed)	Mean Difference	Std Error Difference	95% confidence interval of Difference	
								Lower	Upper
Equal Variances assumed	6.477	0.011	-2.080	476	0.038	-.1170	.1060	-.4280	-.0120
Equal variances not assumed			-2.097	469.0	0.037	-.1170	.1050	-.4260	-.0140

Table 46 presents the results of the independent samples *t*-tests conducted to compare influence of career information on choice of degree programme for students in regular and self sponsored modules. The Levene's test significant value is 0.011, which is less than $\alpha =$

0.05; hence we use the values of the second line of the table; (t (469) = -2.097, p = 0.037), indicating that there was a significant difference in the mean scores of influence of career information on choice of degree programme.

In order to find out the magnitude of the difference in the influence of career information on degree programme for both groups of students, effect size statistics was computed. Effect size statistics provide an indication of the magnitude of the differences between your groups (Pallant, 2005; Cohen, 1988). The eta squared value obtained above is 0.0090 which is less than 0.01. This indicates that the magnitude of the differences in the influence of career information on degree programme between regular and self-sponsored students was small.

The independent-samples t-test was conducted to compare the career information influence scores for regular and self-sponsored students. There was a statistically significant difference in mean scores for regular (M_1 = 3.485, SD_1 = 1.190) and self-sponsored students [M_2 = 3.602, SD_2 = 1.099; t (469) = -2.097, p = 0.037]. The magnitude of the differences in the means was very small (eta squared= 0.0090). Therefore, the null hypothesis is rejected and conclusions are made that there was a statistically significant difference in the influence of career information on degree programme between students in regular and self-sponsored modules in public universities. Specifically, the results suggest that career information had a higher influence on degree choice for self-sponsored students than regular module students. The results also attest to the fact that although the mean score for influence of career information was relatively high, the self-sponsored students had a higher mean score than regular students, which indicates that the self-sponsored students experienced more influence of career information on their choice of degree programme than the regular students.

The findings from the data indicate clearly that career information is key in choosing a degree programme. The findings also show that although majority 66.4% of the students agreed they had sufficient knowledge about the degree programme, only 29.9% indicated that the source of the career information was from their school. This implies that the career guidance and counselling provided in schools is inadequate to enable students make informed choices of degree programmes. Lugulu and Musoga (2013) note that the success of students making informed degree programs choices will depend on the level of career guidance and counselling given in schools and marketing of degree programmes offered by universities. There is need to strengthen of career guidance and counselling in schools and it should be mainstreamed in the education system with clear policies.

A study on the historical, current and future statuses of guidance and counselling in Kenyan schools found out that counsellor training institutions lacked standardized training curriculums and counsellor's role ambiguity still persisted (Wambu & Fischer, 2015). The study recommended the implementation of organized comprehensive guidance and counselling programmes for all schools. The government of Kenya through the Ministry of Education has been encouraging the teachers to undergo training by granting them study leaves and salary increments after graduation. The universities are offering counselling courses and advanced degrees in the field of guidance and counselling at the bachelor's level in regular and school-based modules. This offers the advantage of producing more school counsellors to serve in high schools and primary schools that currently do not have trained professional counsellors (Wambu & Wickman, 2011). Although the Ministry of Education in Kenya has periodically produced career booklets to support learners in the career choice and development process, these efforts have not been adequate in assisting the students in making career decisions (Masara, 2009). School counsellors are leaders and advocates who can profoundly influence students' academic achievement, aspirations, decisions and future plans. They are school-based professionals who connect students to resources and information about preparing for and applying to college.

4.7.2 Differences in the influence of Career Information on University Placement

The second part of the hypothesis sought to establish whether statistically significant differences exist in the influence of career information on the choice of university between regular and self-sponsored students. The independent samples *t*-test was used to do the analysis. Independent-sample *t*-test is used when comparing the mean scores of two different groups of people or conditions. The results of the independent samples t-test for the influence of career information on choice of university placement among regular and self-sponsored students in public universities are presented in Tables 47 and 48.

Table 47

Group Statistics of Career Information's Influence on Placement

	Module	N	Mean	Std.	Std. Error
				Deviation	Mean
Influence of career information on placement	Regular	263	3.520	1.178	.0730
	Self sponsored	215	3.550	1.150	.0780

Table 47 shows that there was a very slight difference in the mean scores for regular ($M = 3.520$, $SD = 1.178$) and self-sponsored ($M = 3.550$, $SD = 1.150$) students. The mean score of the influence of career information on university placement for regular students was slightly lower than the mean score for self-sponsored students. The results signify that although the mean score for influence of career information on choice of university was relatively high, the self-sponsored students had a slightly higher mean score than regular students, which indicates that the students in both study modules experienced the relatively similar influence of career information on their choice of public university. The findings signify that career information was a major influencing factor in the choice of university for both students in regular and self-sponsored modules.

Table 48

Independent Sample *t*-test on Influence of Career Information on Placement

Career Information influence on Placement	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig (2- tailed)	Mean Difference	Std Error Difference	95% confidence interval of Difference	
Equal Variances assumed	0.361	0.548	-.261	476	.795	-.0280	.1070	-.2390	0.1830
Equal variances not assumed			-.261	461.3	.794	-.0280	.0170	-.2380	0.1820

The outcome of the independent samples *t*-test conducted to compare influence of career information on university placement for regular and self sponsored module students is presented in table 48. The Levene's test significant value is 0.548, which is greater than $\alpha = 0.05$; hence we use the values of the first line of the table; ($t (476) = -0.261$, $p = 0.795$), indicating that there was no significant difference in the mean scores of influence of career information on university placement. Therefore we accept the null hypothesis and conclude that there was no statistically significant difference in the influence of career information on university placement between students in regular and self-sponsored modules in public universities. Specifically, the results suggest that career information had similar or equal influence on university placement for both self-sponsored and regular module students.

In order to find out the magnitude of the difference in the influence of career information on placement for both groups of students, effect size statistics was computed using eta squared. The eta squared obtained was 0.014 which is slightly more than 0.01. This indicates that the magnitude of the differences in the influence of career information on university placement between regular and self-sponsored students was moderate effect.

The independent-samples t-test was conducted to compare the career information influence scores for regular and self-sponsored students. There was no significant difference in the mean scores for regular ($M_1 = 3.520$, $SD_1 = 1.178$) and self-sponsored students [$M_2 = 3.550$, $SD_2 = 1.150$, $SD = 1.099$; $t(476) = -0.261$, $p = 0.795$]. The magnitude of the differences in the means was moderate (eta squared= 0.014). Therefore, the null hypothesis is not rejected and conclusions are made that there was no statistically significant difference in the influence of career information on university placement between students in regular and self-sponsored modules in public universities. Specifically, the results suggest that career information had similar or equal influence on university placement for both self-sponsored and regular module students. This indicates that the influence of career information on university placement of students in public universities was fairly strong. The results also signify that although the mean score for influence of career information on choice of university was relatively high, the self-sponsored students had a slightly higher mean score than regular students, which indicates that the students in both study modules experienced the same influence of career information on their choice of university of study. The findings signify that career information was a major influencing factor in the choice of university for both students in regular and self-sponsored modules.

The Ministry of Education (MOE) defines career guidance as the process of assisting an individual who possesses certain attributes, abilities and possibilities to select from many occupations one that is suitable to him/her and then assist him/her to prepare for it, enter into it and progress in it (MOE, 2009). This implies that the school through the career guidance and counselling department should assist the student in university preparedness by providing the student with adequate and appropriate career information. Incidentally, in this study 59% disagreed with the statement that the school's career information resources assisted them in choosing the university and 67.2% of the students also disagreed that the school counsellor gave them information about the university. This suggests that there was lack of advice from schools leading students to seek alternative opinions. These results support the finding from a

research done by Gurney and Read (2014) in which majority of the students admitted that they did not feel they had been given enough information on which to base their university decision. These findings raise concerns that school leavers may not be basing university decisions on sufficient career information. Alternative sources of career information such as parents or peers may not have adequate and up-to-date information. Gurney and Read (2014) warn that parental advice, which many parents admit is greatly influenced by their own educational level, may be ill-informed. The best and most effective career advice a parent can offer is to encourage their children to research for information concerning future careers and career trends.

4.7.3 Summary of the Findings from Fifth Objective

Table 49 and Table 50 give a summary of the group statistics and independent sample t-tests for the influence of the career information on the degree choice and university placement.

Table 49

Group Statistics on Influence of Career Information

	Module	Mean	Std. Deviation
Career Information on	1	3.485	1.190
Degree Choice	2	3.602	1.099
Career Information on	1	3.520	1.178
University Placement	2	3.550	1.150

Table 50

Independent Sample t-test on Influence of Career Information

t-test for Equality of Means								
	F	Sig.	t	df	Sig (2-tailed)	Mean Difference	Std Error Difference	95% confidence interval of Difference
								Lower Upper
Degree Programme	Levene's Test for Equality of Variances	6.477	0.011	-2.080	476	0.038	-.1170	.1060 -.4280 -.0120
	Equal Variances assumed			-2.097	469.0	0.037	-.1170	.1050 -.4260 -.0140
University Placement	Equal variances not assumed							
	Equal Variances assumed	0.361	0.548	-.261	476	.795	-.0280	.1070 -.2390 0.1830
	Equal variances not assumed			-.261	461.3	.794	-.0280	.0170 -.2380 0.1820

From the results in Table 49 and Table 50 of influence of career information on degree programme [$M_1= 3.485$, $SD_1= 1.190$ and $M_2= 3.602$, $SD_2= 1.099$; $t(469)= -2.097$, $p= 0.037$]; ($\eta^2 = 0.009$) and university placement [$M_1= 3.520$, $SD_1= 1.178$ and $M_2= 3.550$, $SD_2= 1.150$, $SD= 1.099$; $t(476)= -0.261$, $p = 0.795$]; ($\eta^2 = 0.014$); the following conclusions are made: There were differences in the means of career information influence on degree programme and differences were statistically significant. However, although there were differences in the means of influence of career information on placement, the differences were not statistically significant. Therefore, the null hypothesis is rejected and conclude that there was a statistically significant difference in the influence of career information on degree choice and university placement between regular and self-sponsored students in public universities.

4.8 Strength of Factors Influencing Degree Choice and University Placement

The last part of the questionnaire asked the respondents to identify and rate the factors that influenced their choice of degree programme and university placement. The study also sought to establish the influence of the intervening variables which were the admissions' criteria, peer influence and gender. Kenya Universities and Colleges Central Placement Service (KUCCPS) is responsible for the placement of government sponsored students to universities and colleges, disseminating information on available programmes, their costs and areas of study as prioritized by the government. Selection and placement to public universities is done under a common framework that ensures students access university education, based on academic merit for institutional-based undergraduate students (KUCCPS, 2015). Table 51 shows the consolidated summary of the means of the ratings of the responses.

Table 51

Summary of the Factors Influencing Degree Choice and University Placement

Influencing Factors	Module	Degree Choice		University Placement	
		Mean	Average	Mean	Average
Family Influence	1	2.49	2.61	2.48	2.64
	2	2.75		2.84	
Financial Resources	1	2.59	2.63	2.53	2.65
	2	2.68		2.80	
Career Interests	1	4.01	4.04	3.77	3.74
	2	4.08		3.70	
Career Information	1	3.41	3.42	3.43	3.25
	2	3.45		3.04	
KUCCPS	1	3.46	2.69	3.62	2.78
	2	1.75		1.76	
My friends' advice	1	2.05	2.00	2.20	2.05
	2	1.94		1.87	
My gender	1	1.59	1.57	1.57	1.53
	2	1.54		1.48	

The results from Table 51 showed that the family had an average influence on the choice of degree programme (2.61) and university placement (2.64) for all students, although the means for self-sponsored students was slightly higher than for regular students in all the two dependent variables. The results agree with the findings from the first objective which indicated low family influence on both degree choice and university placement. Additionally, financial resources had a relatively low influence on the choice of degree programme and university placement for both students in regular and self-sponsored students; with the self-sponsored students indicating a slightly higher influence. The influence of friends (peers) and gender was significantly low on degree choice and university placement. A notable finding is the influence of KUCCPS on module of study, degree choice and the university placement of students. The influence of the admissions' criteria (KUCCPS) was very high on regular students in determining their choice of degree programme (3.46) and university placement (3.62), as compared to very low influence on choice of degree programme (1.75) and university placement (1.76) of self-sponsored students.

KUCCPS sets the cut off point for admission to degree programmes for male and for female candidates based on the total declared capacity for programmes under Government

sponsorship, and the performance analysis of the examination results. Applicants who are not placed in their preferred programmes or institutions in the first selection are requested to apply for placement into programmes and/or institutions which may not have attracted the adequate number of applicants (Ng'ang'a, 2014). In some instances the Placement Service may place applicants in programmes and universities that they are eligible but they had not applied for, when they fail to qualify for any of their preferred choices (Muindi, 2011). The students who are placed into degree programmes and universities they had not selected often take time to adjust; others seek opportunities for change while others opt to study under self-sponsored module.

4.9 Reasons for Change/No Change in Degree Programme and University placement

The study sought to highlight the reasons given by students of why they changed or did not change their degree programmes and university placement. The respondents were provided with a dichotomous item to indicate YES if they changed the degree programme or the university and indicate NO if they did not change the degree programme or the university. The results are provided in table 52.

Table 52

Change/No Change in Degree Programmes and University Placement

Module		Changed		Did not change		
		f	%	f	%	Total
Degree choice offered	Regular	31	11.8	232	88.2	263
	Self-sponsored	65	30.2	150	69.8	215
University choice offered	Regular	5	1.9	258	98.1	263
	Self-sponsored	42	19.5	173	80.5	215

As shown in Table 52 majority (88.2%) of the students in the regular module and 69.8.0% of students in the self-sponsored module did not change the degree choice they were offered. Additionally, a higher proportion of self-sponsored students (30.2%) changed their degree choices as compared to 11.8% of the students in the regular module who were able to change. On changes in university choice offered, majority (98.1%) of the students in the regular module and 80.5% of the students in the self-sponsored module did not change the choice of university offered. Only 19.5% of the students in the self-sponsored modules were able to change their university choices and only 1.9% of the students in the regular module were able

to change their university placement. These results indicate that the majority of students in the public universities are not able to change the options of degree or university placement offered to them by KUCCPS. According to Ngetha (2015), majority of the students miss out on their choices of degree programme and university placement due to increase in cluster points and limited capacity. This explains why so many students may be pursuing degree programmes and in public universities that are not in their career interests nor applied for. The research further sought to find out the reasons behind the students changing or desiring to change their degree choices. The students were responding to the item in the questionnaire that required them to write down the reason for change. The various responses were recorded and summed up into five categories of factors and coded. The highlights of the summary of the reasons are presented in Table 53.

Table 53

Reasons for Change or No Change of Degree choice

Reason for Change/no Change	Module			
	Regular		Self-sponsored	
	f	%	f	%
Family influence	1	0.4	1	0.5
Financial resources	0	0.0	1	0.5
Career interest	159	60.4	134	62.3
Career information	25	9.5	31	14.4
University Admission Criteria	78	29.7	48	22.3
Total	263	100.0	215	100.0

From Table 53, the majority of the students in both regular (60.4%) and self-sponsored (62.5%) modules cited career interests as the major reason for changing or not changing their degree programmes, followed by the public universities' admission criteria with 29.7% and 22.3% for students in regular and self-sponsored modules, respectively. The least rated factors were the influence of financial resources and student's family, both with less than 1% of the students in both modules. These findings indicate that career interest is a major factor in determining the degree choice of university students. Research indicates that students indicate career interests as primary motivators in finding a fulfilling job (McFaden, 2015, Santrock, 2008). Globally the choice of a degree program or college major is characterized by a need to match a student's career aspirations, interest, clarity of the nature of work and type of training required (Mungai, 2015). Hewitt (2010) concurs with the finding of this study and

asserts that interest has become the most important factors in determinant and measures of occupational selection.

The degree courses in public universities that fail to attract students after the second and final revision of course choices, KUCCPS is forced to place some students in programmes that they had not selected or applied for (KUCCPS, 2014). Some candidates miss on their degree choices due to the raising of cluster points after more students perform well in the national examination. This explains why so many students are pursuing degree programmes that they never applied nor are in line with their career interests (Koech, Bitok, Rutto, Koech, Okoth, Korir, & Ngala, 2016). This situation has been complicated further with the recent directive that first year students in the public universities will only be allowed to change their degree courses on medical, marginalisation and affirmative action grounds (Ngetha, 2015). The directive said that only students with disabilities would be allowed to seek transfers to places conducive for their learning but in the cases of marginalisation and affirmative action, the transfers will only be allowed if space is available in the universities.

The study also sought to find out the reasons behind the students changing or desiring to change the institution they were placed in. The students responded to the item in the questionnaire that required them to write down the reason. The various responses were recorded and summed up into five categories of factors and coded. Table 54 gives the summary of the reasons why students changed or did not change the university.

Table 54

Reasons for Change or No Change of University Placement

Reason for Change/no Change	Module			
	Regular		Self-sponsored	
	f	%	f	%
Family influence	0	0.0	7	3.3
Financial resources	5	1.9	9	4.2
Career interest	135	51.3	87	40.5
Career information	48	18.3	79	36.7
University Admission Criteria	75	28.5	33	15.3
Total	263	100.0	215	100.0

In Table 54, it is important to note majority of the regular students cited career interests (51.3%) and admission criteria (28.5%) as the two major reasons why they changed or did not change their university placement, whereas the self-sponsored students indicated career

interests (40.5%) and career information (36.7%) as the two major reasons why they changed or did not change their university placement. Additionally the regular and self-sponsored students also differed in their ratings of the third reason which they indicated as career information (18.3%) and university admission criteria (15.3%), respectively. Financial resources and family influence were rated as the fourth and fifth reasons for changing or not changing the university placement for both regular and self-sponsored students. These findings imply that career interests are a major influencing factor for all students in regular and self-sponsored modules.

4.9.1 Summary of Factors Affecting Change of Degree Choice and University Placement

Table 55 gives a summary of the factors that made the students change or unable to change their degree choice and university placement.

Table 55

Reasons for Change/No Change of Degree Programme and Placement

Module	Factors					Total	
	Family Influence	Financial Resources	Career Interests	Career Information	Admission Criteria		
Degree	1	1	0	159	25	78	263
Programme	2	1	1	134	31	48	215
University	1	0	5	135	48	75	263
Placement	2	7	9	87	79	33	215

The results from Table 55 indicate clearly that career interests, career information and the universities' admissions criteria are the three major factors influencing degree choice and university placement of both regular and self-sponsored students in public universities. Research findings by Koech, Yano, Rotich, Korir, Mutai and Kosgei (2015) indicate that some students are not satisfied with the university placement and wished to transfer from the institution they had been placed to another institution of their choice but factors beyond their control such as degree programme capacity and university enrolment hinders them. Ngetha (2015) states that the dissatisfaction is as a result of computerized selection process which is very competitive leading to some candidates being placed in courses not applied for after failing to meet entry points. Ng'anga (2014) asserts that applicants who are considered for inter university transfer are those who are placed in institutions they are uncomfortable with due to financial constraints or health problems and meet the cut off for the course they want to move to, if there is still capacity in that course and institution.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the research findings based on the study objectives, conclusions from the findings and recommendations drawn from the conclusions of the study. The chapter also includes a section on suggested areas for further research that have emanated from the analysis of the findings. The research sought to determine the influence of selected factors on degree choice and university placement of students in public universities. The study further aimed at establishing whether significant differences existed in the influence of selected factors between the students in regular and self-sponsored modules of study. The selected factors were; student's family, financial resources, career interests and career information. Both primary and secondary data were used to bring out the differences in the degree of influence between regular and self-sponsored students. The collected data was analyzed using descriptive and inferential statistics with the aid of SPSS version 20.0 for Windows.

5.2 Summary of the Research Findings

The following are major research findings which were derived from the data analysis and guided by the objectives:

- i) The study determined that the influence of the student's family on the choice of degree programme in public university was moderate. This implied that although the students were not largely influenced by the family members to choose the university, findings show that majority did not make the choices alone. These results also showed that the self-sponsored students had a higher mean score of the family influence than regular students, and further analysis indicated that a significant difference existed in the mean scores between regular and self-sponsored students. This implied that the self-sponsored students experienced more family influence on their choice of degree programme than the regular students. The study established that the influence of the student's family on the choice of public university placement was moderate. The results also showed that the self-sponsored students had a higher mean score of family influence on university placement than for regular students. Further analysis of the results indicated that a significant difference existed in the mean scores of influence of family on university placement of regular and self-sponsored students. This implied that the self-sponsored

students experienced higher influence by family members in their choice of university than the regular students.

- ii) Concerning financial resources, the study showed that they had moderate influence on the student's choice of degree programme in public universities. The findings also showed that the regular students had a higher mean score than self-sponsored students. The analysis of the results indicated that there was no significant difference in the mean scores for the influence of financial resources on choice of degree programme between regular and self-sponsored students in public universities. This implied that although the regular students experienced more influence financial resources on their choice of degree programme than the self-sponsored students, the results suggested that financial resources had similar low influence on choice of degree programme for both self-sponsored and regular module students. The findings on the influence of financial resources on university placement indicated that the influence was weak and below average. The analysis of the results indicated that there was no significant difference in the mean scores of influence of financial resources on choice of university placement between regular and self-sponsored students in public universities. This implied that although self-sponsored students experienced more influence financial resources on their choice of university placement than the regular students, the results indicated that financial resources had similar low influence on choice of university placement for both self-sponsored and regular students.
- iii) The outcome of the findings established that the influence of student's career interests on degree programme of students in public universities was high. The results also showed the self-sponsored students had a higher mean score than regular students, which indicated that the self-sponsored students were influenced more by career interests in choosing their degree programme than the regular students. Analysis of the findings indicated that there was no significant difference in mean scores of influence of career interests on degree programme between regular and self-sponsored students in public universities. These results imply that career interests had equal or similar high influence on degree programme for both self-sponsored and regular students. On the influence of career interests on university placement, the study found out that they had moderate influence on the student's choice. The mean scores showed that self-sponsored students had a slightly higher mean score than regular students but further analysis indicated that

there was no significant difference in the mean scores. These results suggest that career interests had equal or similar high influence on university placement for both self-sponsored and regular students. This implied that students did not consider where they were to study in the public university as important.

- iv) The findings further showed that the influence of career information on degree programmes of students in public universities was high. The results also showed that the self-sponsored students had a higher mean score than regular students. Analysis of the means scores indicated that there was no significant difference in the mean scores of influence of career information on university placement between regular and self-sponsored students in public universities. The results suggest that career information had equal or similar high influence on degree programme for both self-sponsored and regular students. Career information had high influence on university placement of students in public universities in Kenya. The results showed that the self-sponsored students and regular students had on average similar high mean scores. An analysis of the means scores indicated that there was no statistically significant difference in the mean scores of the influence of career information on university placement between regular and self-sponsored students in public universities. The results suggest that career information had equal or similar high influence on university placement for both self-sponsored and regular students.
- v) The study also found out that one of the intervening variables had a major and significant influence on the choice of degree programme and university placement of students. The Kenyan universities admissions criteria through KUCCPS influenced the choices of the regular students more than for self-sponsored students. The self-sponsored students indicated very low mean score of the influence of the KUCCPS on their choice of degree programme or their university placement whereas the regular students had a high mean scores.

5.3 Conclusions

Based on the summary findings, the study concludes that the four selected factors namely; family, financial resources, career interests and career information, generally influence the choice of degree programme and university placement of students in public universities. However, some of the factors had a higher influence than the rest. Therefore the following conclusions are based on the specific objectives of the study:

- i) The influence of student's family on choice of degree programme and university placement was low among the students in regular and self-sponsored students; however the family has a higher influence on degree programme and university placement of self-sponsored students than the regular students. This leads to the conclusions that although the students were not largely influenced by the family members to choose the university, majority did not make the choices alone. In most cases parents/guardians advice the students on the choice degree programme and university to apply to, but the ultimate choice lies with the individual student. There was a statistically significant difference that existed in the mean scores of the influence of family on degree choice and university placement between regular and self-sponsored students in public universities. This implies that the self-sponsored students get more advice and information on choice of degree programme and university placement from their family members than regular students.
- ii) Although financial resources have a low influence on degree programme and university placement for both regular and self-sponsored students, regular students had a slightly higher influence of financial resources on their choice of degree programme for regular students than for self-sponsored students. Some of the regular students indicated that they had wished to change their degree programmes but their parents/guardians were not able to pay for their degree choices if they were in self-sponsored module. This demonstrates that most students were not aware of the cost of degree programmes when selecting them, and availability of financial resources was not a major influencing factor on student's choice of degree programme in public universities in Kenya. This also means that the students did not consider whether a public university is expensive or not when selecting their university of study.
- iii) Career interests had a high influence on the degree choice and university placement of both regular and self-sponsored students. This implied that career interests were a significant factor in influencing the choice of degree programmes of students in public

universities in Kenya. Career interests largely influenced the choice of degree programmes for all students although the self-sponsored students had a slightly higher mean score than regular students. There was no statistically significant difference that existed in the mean scores of the influence of career interests on degree choice and university placement between regular and self-sponsored students in public universities. The self-sponsored students indicated more career satisfaction with their degree programme and university placement than students in regular study module. This signifies that self-sponsored students were in degree programmes that are in line with their career interests and studying in their preferred public university than regular students.

- iv) Career information had a high influence on the degree choice and university placement of both regular and self-sponsored students. This implied that career information was a significant factor in influencing the choice of degree programmes of students in public universities in Kenya. This implied that students require adequate career information when choosing degree programmes and the public university to study in. Availability of relevant and sufficient career information is necessary in helping the students choose their degree programmes. Although the schools seem not to provide adequate career information, the students are able to access and utilize other available sources of career information such as family, books and internet. Lack of sufficient career information from schools and counsellors led students to seek for other alternative sources. Although there was no statistically significant difference existed in the mean scores of influence of career information, the self-sponsored students had a slightly higher mean score than regular students. The self-sponsored students are less influenced by the public universities admissions criteria than the regular students because they apply for their admissions directly to the public universities. Therefore, the self-sponsored students are more likely to be satisfied with their choice of degree programme and university placement than the regular students who are often placed into available vacancies in the universities irrespective of their preferred choices of degree programme or university.
- v) The Kenyan universities admissions criteria through KUCCPS influenced the outcome of the students' choices of degree programme and university. Some of the regular students were offered different degree programmes than what they had selected as a result of KUCCPS placement policy. Other students opted for self-sponsored study module after KUCCPS placed them in degree programmes or universities they had not selected.

5.4 Recommendations

Based on the findings of the study the following recommendations were made.

- i) The parents/guardian should furnish themselves with adequate and relevant information concerning university degree programmes and public universities to be able to advice their children well. They should also allow their children to make informed decisions concerning their career choices.
- ii) Other sources of financing university education such as scholarship awards, should be offered so that all the students who want to change their degree programme or university will not be hampered because of lack of financial resources.
- iii) All secondary schools in Kenya through the career guidance department should provide adequate career information resources and activities, to facilitate career development among students and help students in understanding and developing their career interests.
- iv) The Ministry of Education (MoE) should ensure that the capacity and competence of the career guidance counsellors in schools is enhanced through further studies and training so that they can be able to help the students with their career development issues and provide adequate and relevant career information.
- v) All public universities should revamp the counselling centres to include career counselling in order to help students solve their career development issues, and also help them accept, adjust and cope with degree programmes offered and university.

5.5 Suggestions for Further Research

There is need to conduct further research in the following areas:

- i) A comparative study on career satisfaction and career progression of regular and self-sponsored graduates of public universities in Kenya.
- ii) Effectiveness of career guidance and counselling services provided to students in public universities.
- iii) Career interests congruency to degree programmes offered in public universities in Kenya.
- iv) The missing link between university degree programmes and the job market.
- v) Effectiveness of the new-fangled KUCCPS in ensuring fairness, equity and inclusion for all qualified students in Kenya from all socio-economic backgrounds.

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APPENDIX A: UNIVERSITY STUDENTS' DEGREE CHOICE QUESTIONNAIRE

Dear respondent,

I am a PhD candidate at Egerton University, currently carrying out a field research on selected factors influencing career choice and placement of students in public universities. Kindly respond to all questions as honestly and accurately as possible. There is no wrong or correct answer. Do not write your name on the questionnaire since the information obtained will be treated confidentially and will be used only for the purpose of this research.

Yours truly,

Gacohi, J. N.

(Researcher)

Instructions

- i. Read the questions carefully before responding to it.
- ii. Kindly respond to all questions in all the required sections.

SECTION I: DEMOGRAPHIC INFORMATION

1. Your gender: Male Female
2. The year you did your KCSE exam? _____
3. Your KCSE mean Grade _____ (A, A⁻, B⁺, B, B⁻, C⁺)
4. Month and year of admission to the university: Month _____ Year _____
5. Degree Course you are studying _____ (e.g. B.ed (Sci), B.Com, B.Sci.)
6. Study Programme: Regular/Module I self-sponsored/Module II
7. Did you change the degree choice you had been offered by JAB? Yes No

If **Yes**, why? _____

If **No**, why? _____

8. Did you change the public university you were admitted to through JAB? Yes
No

If **Yes**, why? _____

If **No**, why? _____

SECTION II: FAMILY BACKGROUND

9. Your parent's/guardian's occupation _____

Tick (✓) in the appropriate box the option that best describes your response to the following statements: The choices are: SA = strongly agree, A = agree, U = unsure, D = disagree, and SD = strongly disagree

	Statements	SA	A	U	D	SD
10.	My parents advised me to choose this degree programme					
11.	My parents advised me choose this university					
12.	My parents made me change my degree programme					
13.	My parents made me change my choice of university					
14.	My brother/sister helped me choose this degree programme					
15.	My brother/sister helped me choose this university					
16.	A close relative advised me to choose this degree programme					
17.	A close relative advised me to choose this university					
18.	I made all my choices without any family members assistance or influence					

SECTION III: FINANCIAL RESOURCES

Tick (✓) in the appropriate box the option that best describes your response to the following statements: The choices are: SA = strongly agree, A = agree, U = unsure, D = disagree, and SD = strongly disagree

	Statements	SA	A	U	D	SD
21.	Financial resources made me opt for this degree programme					
22.	The degree programme that I wanted was very expensive					
23.	If I had more financial resources, I would have taken a different degree course					
24.	I would have wished to study in a different university were it not for financial constraints					
25.	If I had more financial resources, I would have studied in a different university					
26	I did not consider financial implications when selecting my degree programme					
27	The university I would have liked to study in was very expensive					
28	I did not consider financial implications when selecting this university					

SECTION IV: CAREER INTEREST

Tick (✓) in the appropriate box the option that best describes your response to the following statements: The choices are: SA = strongly agree, A = agree, U = unsure, D = disagree, and SD = strongly disagree

	Statements	SA	A	U	D	SD
29.	My career interests made me choose the degree programme that I am studying					
30.	I considered my career interests when selecting this university					
31.	My degree programme is related to my career interests					
32.	I changed the university of study due to my career interests					
33.	My degree programme offers me a wide variety of careers related to my interests					
34.	Studying in this university offers me high prospects of employment.					
35.	Had I known my career interests earlier, I would have taken a different degree programme					
36.	After graduation, I will pursue another degree programme related to my career interests					
37.	I have high hopes of getting employment in the area of my career interests as soon as I graduate					

SECTION V: CAREER INFORMATION

Tick (✓) in the appropriate box the option that best describes your response to the following statements: The choices are: SA = strongly agree, A = agree, U = unsure, D = disagree, and SD = strongly disagree

	Statements	SA	A	U	D	SD
38.	I had sufficient information concerning my degree programme					
39.	I had sufficient information concerning my this university					
40.	My school counsellor gave me career information concerning my degree choice					
41.	I do not know anything about the degree choice I am studying					
42.	Career information resources in my school influenced me in choosing this degree programme					
43.	Career information resources in my school influenced me in choosing this university					
44.	No one has ever talked to me about careers related to my degree programme					
45.	My school counsellor gave me career information concerning my this university					
46.	I had no access to any career information on choice of university					
47.	There are many careers related to the degree course I am studying					

SECTION VI: FACTORS INFLUENCING CAREER CHOICE AND PLACEMENT

48. Identify the factors that influenced the choice of the degree programme you are studying and rate them on a scale of 1–5, where **1**-represents least influence and **5**-represents greatest influence.

Factors	1	2	3	4	5
Family members' influence					
My career interests					
Financial resources					
Career information					
JAB					
My friends' advice					
My gender					

Other factors (specify) _____

49. Identify the factors that influenced the choice of the university you are studying in and rate them on a scale of 1–5, where **1**-represents least influence and **5**-represents greatest influence.

Factors	1	2	3	4	5
Family members' influence					
My career interests					
Financial resources					
Career information					
JAB					
My friends' advice					
My gender					

Other factors (specify) _____

APPENDIX B: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
when replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref:

NCST/RCD/14/012/1485

Date:
26th October 2012

Jane Njeri Gacohi
Egerton University
P.O.Box 536
Egerton.

RE: RESEARCH AUTHORIZATION

Following your application for authority dated *18th October, 2012* to carry out research on "*Selected factors influencing degree choice and placement of university students: A comparative study of students in regular and self sponsored programmes in public universities, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Selected Districts** for a period ending **30th September, 2014**.

You are advised to report to the **Vice Chancellors, Public Universities** before embarking on the research project.

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

**DR M.K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY**

Copy to:

The Vice Chancellors
Public Universities.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

APPENDIX C: RESEARCH CLEARANCE PERMIT

PAGE 2	PAGE 3
THIS IS TO CERTIFY THAT:	
Prof./Dr./Mr./Mrs./Miss/ Institution	
Jane Njeri Gacohi	
of (Address) Egerton University	
P.O.Box 536, Egerton.	
has been permitted to conduct research in	
Selected	Location
Selected	Districts
Selected	Provinces
on the topic: Selected factors influencing degree choice and placement of university students; A comparative study of students in regular and self sponsored programmes in public universities,	
Kenya.	
for a period ending: 30th September, 2014.	
Research Permit No. NCST/RCD/14/012/1485	
Date of issue 26th October, 2012	
Fee received KSH. 2,000	
	
Applicant's Signature	
Secretary	
National Council for Science & Technology	

APPENDIX D: ABSTRACT PUBLICATION 1

Influence of Career Information on Choice of Degree Programme among Regular and Self-Sponsored Students in Public Universities, Kenya

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Abstract

Choosing a degree programme to study in the university is a critical career task that is a major turning point in a student's life which not only is a start to workplace readiness, but also establishes the student in a career path that opens as well as closes life opportunities. Failure to achieve this task may cause dissatisfaction within the individual and difficulty in handling later career tasks. This career task is influenced by various factors. This study aimed at determining the influence of career information on choice of degree programme among students in public universities in Kenya. The study used the *ex post facto* design that adopted the causal comparative research technique and data was collected from 500 randomly selected students using questionnaires. Percentages, means and standard deviations were used to describe the quantitative data and independent samples *t*-test was used to analyze the data and to test hypotheses. The findings of the study revealed that career information had a high influence on the choice of degree programme of students in public universities. Further analysis of the results indicated that no statistically significant differences existed between the mean scores of influences of career information between regular and self-sponsored students. The study concluded that provision of career information was a significant factor in influencing the choice of degree programme of all the students in public universities. The study recommended that the Ministry of Education (MoE) ensures that in all secondary schools in Kenya, the career guidance department is functional with adequate career information resources and activities, to facilitate career development among students. The study also recommended the training and equipping of career guidance counsellors in schools to enhance their competence in assisting the students in making career decisions.

Keywords: Degree programme, career information, career task, public university, regular and self-sponsored students.

1. Introduction

Career guidance is an inclusive term that is used to describe a range of career interventions including career education, career information and career counselling (Kidd, 2007; Savickas, 2005). The major goal of offering career guidance is to help people move from a general understanding of life and work to a specific understanding of the realities of life, learning and work options that are open to them (McMahon, 2014). Career guidance is often offered to people who are continuing with education, those transitioning to the labour market, those changing careers, during periods of unemployment, and during transition to retirement. Career guidance enhances the career development of an individual throughout the life span (Brown & Associates, 2002).

The career guidance services provided to students should focus on provision of career information through a variety of resources and activities (Mutie & Ndambuki, 2004). Career information involves provision of accurate and usable facts concerning careers that state the entry and training requirements, employment opportunities, nature and conditions of work, advancement opportunities, salary and benefits, trends and outlook (Zunker, 2006). According to Adell (2002), some of the students' career choice is embedded in their perceptions of the 'ideal job' and their career decision-making maturity which is enhanced by access to adequate and appropriate career information. Availability of adequate and appropriate career information enables students to develop their own career aspirations and goals and thus make informed career decisions (Patton & McMahon, 2014). Thus, the degree programmes that the students choose to study in the universities ought to be made when adequate information has been provided to the students. This will ensure that students make informed decisions and the choices made will engender satisfaction and productivity in their future careers.

The choice of degree programme that young people make when joining public universities is one of the series of decisions made in the process of career development. This is a major turning point in the students' lives which not only is a start to workplace readiness, but also establishes the student in a career path that opens as well as closes opportunities (Gibson & Mitchell, 2003). This decision is influenced by many factors, including the student's family, career interests, socio-economic factors, educational policies, peers, personality, academic potential, career information, employment opportunities and life context (Patton & McMahon, 2014). Ghose (2002) states that some individuals find themselves later in occupations never understanding what propelled them in that particular direction. According to Gaffner and Hazler (2002), lack of adequate career information and self

APPENDIX E: ABSTRACT PUBLICATION 2

INFLUENCE OF CAREER INTERESTS ON CHOICE OF DEGREE PROGRAMME AMONG REGULAR AND SELF-SPONSORED STUDENTS IN PUBLIC UNIVERSITIES, KENYA

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Abstract

The undertaking to choose a degree programme to study in the university is a fundamental career task in a student's life. It is a major turning point which not only signifies the start to workplace readiness, but also establishes the student in a career path that opens as well as closes life opportunities. Failure to achieve this task may cause dissatisfaction within the individual and the student may experience difficulties in handling future career tasks. This career task is influenced by various factors. This study aimed at determining the influence of career interests on choice of degree programme among students in public universities in Kenya. The study used the ex post facto design that adopted the causal comparative research technique and data was collected from 500 randomly selected students using questionnaires. Percentages, means and standard deviations were used to describe the quantitative data and independent samples t-test was used to analyze the data and to test hypotheses. The findings of the study revealed that career interests had a high influence on the choice of degree programme of students in public universities. Further analysis of the results indicated that no statistically significant differences existed between the mean scores of influences of career interest between regular and self-sponsored students. The study concluded that provision of career interests was a significant factor in influencing the choice of degree programme of all the students in public universities. The study recommended that the Ministry of Education (MoE) ensures that in all secondary schools in Kenya, the career guidance department is functional with adequate career resources and activities that will facilitate students to discover and develop their career interests. The study also recommended the training and equipping of career guidance counsellors in schools to enhance their competence in assisting the students in career self-awareness and decision making.

Keywords: Degree programme, career interests, career tasks, public university, regular and self-sponsored students.