

MIDLANDS STATE UNIVERSITY

Faculty of Social Sciences

Department of Psychology



The factors that affect career choice among high school students in Marondera District.

By

TINASHE CHIMOMBE

R122091C

Parallel

**A Dissertation submitted in partial fulfilment of the requirements for the Bachelor of
Science Honours Degree in Psychology.**

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October 2015

Supervisor: Mr. L. Maunganidze



MIDLANDS STATE UNIVERSITY



FACULTY OF SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

1 APPROVAL FORM

The undersigned certify that they have read and recommend to the Midlands State University for acceptance of a dissertation entitled: **The factors that affect career choice among high school students in Marondera District** submitted by **Tinashe Chimombe, Reg Number R122091C** in partial fulfilment of the requirements for the Bachelor of Science Honours Degree in Psychology.

Supervisor *L. Mungandu* DATE *03* / *10* / 2015

(Signature)

Chairperson DATE...../...../2015

(Signature)

External reviewer.....DATE...../...../2015

P. BAG 9055

Telephone: (263) 54 260404/260337

Gweru

Fax: (263) 54260233/260311

Zimbabwe

FACULTY OF SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

2 RELEASE FORM

NAME OF AUTHOR: Tinashe Chimombe

REG NUMBER: R122091C

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DEDICATION

DEDICATION

Mr F. Chimombe my pillar of strength and bolster the protracted destination have been reached at the finally thank you for you for your staunch prop up and love.

ABSTRACT

The study explored the personal, school, family, peer and community factors that affect the career choice of high school students in Marondera District. There is no clear process on career choice decisions and hence little is known about the factors that influence career choice among high school students in Zimbabwe. A positivism approach was utilized in the study .A descriptive survey research design was employed and questionnaires were used to collect data. A two stage cluster sampling was used to select the participants utilizing probability disproportionate method to get the 210 participants from the five clusters. Response percentages, frequencies and figures were used to present the finding Results showed that personal, school and family factors had a moderate to high influence on the participants' career choice. The present study needs to be replicated with a larger sample drawn from a very big population sample and high school students from different provinces for generalizability of the findings. The participants made their career choices later in their life at different ages. The researcher recommended that parents need to understand and respect their children's career choices as career choice is innate and be educated so that they can help their students in making the right career choice as the participants trust them.

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ABBREVIATIONS AND ACRONYMS

CC	Career Choice
DEO	District Education Officer
JPCA	Japan Primary Care Association
PED	Provincial Education Director
SCCT	Social Cognitive Career Theory
ZIMASSET	Zimbabwe Agenda for Sustainable Social Economic Transformation

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Chapter 1: Overview of the Study

1.0 Introduction

The study is about the factors that affect career choice among high school students in Marondera District, Mashonaland East Province in Zimbabwe. This chapter comprehensively discusses the background to the study, problem statement, objectives, and significance of the study, hypothesis, assumptions, and purpose of the study, delimitations and limitations, definition of terms and ends with a summary of chapter.

1.1 Background to the Study

A career is an exploration of a sequence of a person's gained experience of work overtime while career choice is the sequential set of experiences and attitudes related to work that an individual has over the span of his or her work life (Lerdpornkulrat, Koul & Sujivorakal, 2012). Some of the factors that affect career choice among high school students include parents, family's social economic status, gender, media, peers, teachers, schools, age, career guidance programmes, personality, background, self efficacy and religion (Mudhovozi & Chireshe, 2012; Matope & Makotose, 2007).

Career Choice as an International problem: Career choice is a problem among high school students in most countries that include Thailand, China, Japan, Cyprus, Nigeria and South Africa (Song et al., 2013; Ding & Li, 2008; Asia Pacific Family Medicine, 2014; Matope & Makotose, 2007). In these countries, high school students tend to choose familiar careers such as teaching, nursing, journalism, social work, human resources, marketing and accounting and avoid science and engineering related professions. Consequently, some professions are not developing as expected and some even cease to exist. In these countries there is a growing need to promote student's engagement in science; engineering and related professions as the number of residents choosing the family medicine specialty remain below those nation's needs for example in Japan where only 1% of junior doctors are entering the Japan primary care association family medicine residency program (Asia Pacific Family Medicine, 2011; Giddens, 1993). This affects quality service delivery and sometimes expatriates are invited to assist in the less popular fields.

Yang et al. (2002) noticed that Korean undergraduates found that picking a profession which fulfilled their families' expectations was more essential than fulfilling their own vocation decisions. The Philippine parental impact frequently in view of monetary change is imperative to the vocation decision of young people and regularly settles on the profession decisions for them (Clemena, 2002). Africans have opposite qualities with status or glory and budgetary security being imperative to Africans however, so is giving something back to society by means of a profession decision (Daire, LaMothe & Fuller, 2007). As indicated by Bronchart (2002) a few professions request that one must have the identity that match the occupation's characteristics for instance, business people must be cordial. According to Splaver (1977) "personality" plays an important role in the choosing of the right career. A student's personality must be a self motivated type, as to investigate career possibilities from early on in their lives, and not the procrastinating type that waits until they are compelled to decide (Bronchart, 2002). Students must take seriously the role grades play in limiting opportunities in the future. Splaver (1977, p.12) says: "It is important for you to have a good understanding of yourself, your personality, if you are to make intelligent career plans."

Zimbabwean situation. In Zimbabwe after independence education received a lot of emphasis resulting in a literacy rate of 92% which is the best on the African continent (Moyo, 2015). Despite this great achievement career choice has been overlooked and students are facing complex difficulties in selecting the career paths which suit them in the rapidly changing Zimbabwean society. The economic meltdown has left the issue of career choice more difficult as more people are jobless and no one is aware of the career trails that will continue to flourish in an economically turbulent pulsating environment with an unemployment rate of over 80 percent (Agere, 2015). The government of Zimbabwe in 2013 introduced a new ministry of Psychomotor Activities to cover for the life skills development programmes in line with the Nziramasanga Commission of Inquiry of 1999. According to the ZIMASSET blueprint (2013) the education sector faces a challenge of a curriculum that does not match the developmental needs of the country and hence careers become a challenge for students who are using a curriculum that does not correlate with their countries' developmental needs. Nziramasanga (2015) attacked the new curriculum draft arguing that it has missed a number of the country's educational needs. He went on to say: "This is a system introduced by the colonial regime to prevent blacks from reaching tertiary education so why are we still holding on to it when it has become irrelevant to the 21st

Century education?” According to Nziramasanga (2015) students need more opportunities for industrial placements so that they can decide on career goals and improve skills according to their career goals. The education that is given to students does not leave them ready for the work world and hence this is increasing the rate of unemployment as students pursue fields that are not needed by the economic position (industrial needs). Career choice has even become a more complex issue with the introduction of ZIMASSET, a hands-on approach to economic development which does not encourage professions but the formation of home grown organizations around educational knowledge attained from colleges and universities. This has motivated the researcher to find out the factors that are affecting the career choices among high school students in the ever changing environment. The researcher’s interest in the current study has been motivated by the nationwide debate on the issue of reviewing the education curriculum to study and find out the factors that are affecting high school students who have to make career choices in the current Zimbabwean situation where little is known about career choice factors.

1.2 Statement of the Problem

There is no clear process on career choice decisions and hence little is known about the factors that influence career choice among high school students in Zimbabwe hence the need to find out these factors. High school students should have the opportunity to explore all of the choices available in order to make logical and informed plans when choosing careers. The Zimbabwean curriculum does not match the developmental needs of the country; the unemployment rate is currently over 80% after the economic meltdown which has left thousands of companies closed and many more operating at below capacity levels (ZIMASSET, 2013; Nziramasanga, 1999; Moyo, 2015). According to the Daily News of 24 July 2015, the unemployment rate has been exacerbated by the 24 June 2015 Supreme Court ruling which has left over 24 000 people unemployed in three weeks and this has worsened the unemployment situation.

1.3 Purpose of the Study

The purpose of the study is to identify and describe the factors that affect career choice among high school students with the view to document the findings and make recommendations for appropriate intervention by the Ministry of Primary and Secondary Education and other key stakeholders.

1.4 Objectives of the Study

The present study is guided by the following objectives:

- 1.4.1 To identify factors which influence career choice among high school students in Marondera District.
- 1.4.2 To describe the factors that influence career choice among high school students in Marondera District.
- 1.4.3 To make recommendations for appropriate interventions.

1.5 Research Questions for the Study

This study was based on the following research questions:

1. Do personal factors influence students' career choice?
2. Do school factors influence students' career choice?
3. Do family factors influence students' career choice?
4. Do peers influence students' career choice?
5. Do Community factors influence students' career choice?

1.6 Significance of the Study

The study is going to help the Ministry of Primary and Secondary Education to come up with policies on career guidance and career choices in view of the curriculum changes that are in line with ZIMASSET. Professionals who deal with the students can take the research as their reference point. The researcher will also have an opportunity to interact with the information and hence expanded knowledge on career choices. Practical experience in research will benefit the researcher while the findings can advance the dialogue on career choice and hence the academia

will benefit. Students will have the opportunity to discuss career issues to a helpful listener and hence clearing their confusion and thus in a way is therapeutic.

1.7 Assumptions

It is assumed that:

- 1.7.1. There are factors which influence high school students' career choice.
- 1.7.2. The students will be willing to share information relating to factors which influence their career choice.
- 1.7.3. The research will provide accurate information.
- 1.7.4. The Ministry of Primary and Secondary Education will authorize the researcher to carry out the research.
- 1.7.5. The students need to have control over their vocation decisions.
- 1.7.6. Data collected during this study will help the students.

1.8 Delimitations

The study focused on career choices among high school students enrolled at five schools in Marondera District for the year 2015. Marondera district is in Mashonaland East Province and is located 80 kilometers east of Harare City along the Mutare highway. The study included both male and female students.

1.9. Limitations

The study was based on a small sample size making it difficult for the researcher to generalise findings to the targeted population. Another limitation was that a self-report instrument was used to collect data for the study making it difficult for the researcher to eliminate participant bias. In addition, the study was quantitative and excluded qualitative information thereby making it difficult for the researcher to explain his findings in a holistic manner. Career choice is a personal issue, therefore, some participants could have edited the information they volunteered to the researcher thereby limiting the researcher's understanding of the phenomenon under investigation.

1.10. Definitions of Key Terms

1.10.1 **High school students:** Those students at advanced level

1.10.2 **Career:** The area of specialty that one needs to take as an occupation.

1.10.3 **Choice:** an act of selecting a preferable item over others.

1.10.4 **Factors:** these are determinants that guide how one makes preferences or decisions

1.10.5 **Marondera District:** the geographical boundary used by the Ministry of Primary and Secondary Education to categorize schools into districts.

1.10.6 **Policies:** Government documents that are formulated for the development of particular projects.

1.10.7 **Authorities:** The people responsible for the day to day operation of the schools

1.10.8 **Ministry:** The Ministry of Primary and Secondary Education.

1.11 Chapter Summary

Investigation of career choices ought to be an eye opener for high school students. A mindfully developed career choice procedure will give important benefits and fulfill quality professional decisions. A career choice process or framework affords better solutions than making life time verdicts grounded upon years of experience in the educational circles. This chapter has introduced the whole study by discussing the background of the study, statement of the problem, objectives, hypothesis, and significance of the study, purpose of the study, delimitations, limitations and definition of key terms.

Chapter 2: Literature Review

2.0 Introduction

This chapter focuses on literature on factors affecting career choice among high school students worldwide. Literature review entails reading, investigating, assessing and compressing academic materials on particular areas of study (Neuman, 2008). The researcher went through relevant publications in journals and books. The purpose of literature review is to identify progress made in a research area of interest and unveil outstanding issues (Leedy, 1997). The identified knowledge gap provides a foundation and justification for further research. The chapter contents include the conceptualization of career choice factors, previous empirical studies, theoretical framework and knowledge gap.

2.1 Conceptualization of Career Choice

A Career refers to remunerated roles people take up in life while career choice is about choosing what one wants to be in life. Both past and present career choice researchers acknowledge that career choice especially among young people is a delicate issue that requires caution and serious consideration (Eremie, 2014; Gelatt, 1962; Ginsburg et al., 1951; Moyo, 2015; Olamide&Olawaiye, 2013; Tiedemann & O'hara, 1953). The most frequently cited factors which influence career choice are age, personality, family, family socio-economic status, school, career guidance seminars, peers and media. In the next section, these factors and more others are discussed in detail.

2. 2 Previous Empirical Studies

The following factors are known to influence career choices personal, school, family peers and community. Each of these factors will be discussed in greater detail below:-

2.2.1 Personal factors

These include factors such as personality, childhood dream, favorite subject, personal choice, age, hobbies and religion and each of these factors was discussed in detail.

2.2.1.1 Personality

According to Splaver (1977, p.12), “it is imperative for the students to have a decent comprehension of themselves and their personality if they are to make clever career plans.” How

students see themselves in a role in which personality is a determining factor may influence a chosen career. A few professions request that the personality matches the occupation's characteristics. Students' personality must be a self-motivated type that would allow them to investigate career possibilities from early on in their lives, so that they do not procrastinate until compelled to decide. Studies have shown that students will choose a career that they think will fit their personality type (Mihyeon, 2009). The certainty that an understudy has to decide how far a student will go with their education. Students who believe in themselves have more confidence and are more likely to go for what they want instead of settling for something that is comfortable. The identity of understudies can likewise assume a part in picking a profession. As indicated by earlier studies, students who have an investigative identity will probably have significant in science fields. Understudies with a creative identity will probably be significance in expressions and in interdisciplinary fields. Students who are exceptionally social will probably play a pivotal role in the sociologies (Porter and Umbach, 2006).

2.2.1.2 Age

Gottfredson's (1996) study suggests that at the age range of six to eight years, children develop their "tolerable sex type occupational boundaries". They believe that certain occupations are only for boys while others are only for girls. Subsequently, from the age of thirteen years, children and adolescents develop a zone of acceptable occupations based on their ability and social class (Gottfredson's, 1996; Helwig, 2001). According to Super (1957) by the age of ten years, children begin to develop career preferences determined by their interests and shaped by their enjoyable experiences. There is no agreed age of the onset of career decision making. Cook et al., (1996) contend that young adolescents, even before they enter high school, use their concrete knowledge about jobs and their social context to make career choices. According to McGee and Stockard (1991) children have a well-developed understanding of careers and their roles. This is in line with Otto's (2000) finding that high school students discuss their career plans with their parents and that girls more than boys hold more discussions. The parents reinforce gender differences in career aspirations acquired by their children at early childhood by encouraging the educational and career aspirations of boys but not those for their daughters (Heine et al., 1999).

2.2.1.3 Favorite Subject and Childhood dream

The labeling of students as good in certain subjects or the self-efficacy they have on certain subject makes them favor other subjects at the expense of others. The labeling from teachers who label some students as good or bad depending with the subject also affects the attitude the students will have towards such subjects. This automatically denies some students the career choice opportunities linked to those subjects as they will not get the orientation towards certain careers early. According to Makotose and Matope 2003) this explains why the Zimbabwean educational system channels most of the students into popular fields. According to Amoah (2015) having a reputable career is the dream of every young person and this dream can come true via the right career choice

2.2.1.4 Personal Choice

Profession decision is as vital as picking an existent accomplice since it is additionally an existence time process. Much the same as getting to be hopeless when wrong marriage accomplice is picked; one can likewise turn out to be exceptionally troubled if one's profession is not well arranged (Bedu-Addo, 2000). A person who has the right career choice may have the capacity to carry on with a decent and satisfying life. As indicated by Bronchart (2003) students must be inspired to arrange the result and on the off chance that they need to settle on vocation decision, they must know and comprehend the substances of that profession. Just when a student has created mindfulness, would they be able to start to abstain from managing the myths inside of the process of profession decision.

2.2.2 School factors

These are the factor that are found in the school environment's interaction and includes the school, type of school, academic performance, expectations by gender from teachers, teachers, and talent and career guidance seminars.

2.2.2.1 Teachers

According to Peru and Titus (2005) teachers influence students' engagement and accomplishment. They established that basic students who got more amount of teacher's backing were 89% more prone to feel withdrawn while 93% of the students encountering low educator support felt more likely to take part in career choice decision. Educators are opposed

to ingraining into the students that they could perform well and settle on great profession decision choices which hinder them from landing the desired positions as reported by 60 % of the members in the study at Mutare Polytechnic College (Matope & Makotose, 2003).

2.2.2.2 School

The school where one is taught has a critical influence on career choice (Weishew & Penk, 1993). Similarly, Garrahy (2001) noticed that schools are social foundations that strengthen behavior, hobbies and occupations. Constructions that incorporate curricular subjects, nature of instructing, student's cooperation in school exercises, school practices and strategies and learning materials for the student truly affect career choice among learners (Bojuwoye & Mbanjwa, 2006). Teachers like parents are seen as key players in the professions that youngsters in the long run seek after particularly young ladies (Barnett, 200). The parents' and teachers' convictions impact their children self-impression of capacity and career choice. Teachers urge students to take certain subject alternatives that are consistent with students' aptitudes and capabilities.

2.2.2.3 Type of school (public and private)

The type of school influences the decisions students make about their future careers (Arsenivic et al., 2005; Falaye & Adams, 2008). Home schooled females tend to be more stereotyped regarding female roles (Arsenivic et al., 2005). This suggests that perhaps children are differently prepared to explore career opportunities by the school they attend. Private schools seem to provide more comprehensive information and counseling on career choices (Falaye & Adams, 2008). The education in private schools orients children towards making informed decisions about their future career. A related observation is that people from rural settings, for example from Southern United States, tend to express more traditional gender role orientations than those from more urban settings (Rice & Coates, 1995). According to Maree and Beck (2004) students from disadvantaged communities and schools in South Africa lack career guidance information.

2.2.2.4 Career Guidance Seminars

Career Guidance services are needed to react to economic, employment patterns and

globalization changes in the society (Savickas, 2003; Tang, 2003). In South Africa, as part of curriculum transformation, the goals of the education system were reviewed to redress the inequalities of past apartheid policies and to equip learners with adequate information about various career fields to enable them to make informed career decisions. The career and vocational guidance of the old education system were incorporated into the new school curriculum as part of the life orientation area (Department of Education, 2001). A survey of schools in previously disadvantaged communities in South Africa shows that career guidance programmes are non-existent following the abandonment of career guidance and counseling in schools due to the down grading of the role and position of guidance teachers by the National Department of Education after 1994. Career opportunities in South Africa are disproportionately distributed (Maree, 2009). The career patterns are skewed in favor of previously privileged groups and the majority of black persons are still not receiving adequate career counseling (Maree, 2009). Giving credence to this, Akhurst and Mkhize (2006) note that, in the post-apartheid realm, career guidance remains the privilege of affluent white urban citizens. Similarly, a study by Mbanjwa (2006) found that profession decisions of tertiary students from already burdened schools are contrarily affected by the absence of vocational data, poor scholarly execution and unacceptable profession guiding administrations. Another study by Maree and Beck (2004) demonstrates that marginalized groups, schools with vocation directing project were underutilizing the office which was likewise seen as excessively lavish. Maree (2009) posits that in 2009, numerous learners passed Grade 12 without having established professional guidance in any structure and thus denied the chance to apply for appropriate fields at tertiary institutions.

2.2.2.5 Gender Socialization

Otto (2000) reported that youthful grown-ups regularly look to their mothers for vocational guidance. Poulter (2006) found that fathers have more huge impact on children's career choices. Youngsters do react differently to material and paternal desires on the sexual orientation of their type (Jacobs et al., 2006). All the three scientists concurred that the variable of sex generalizations might extraordinarily affect profession decisions of understudies. While many are aware that children are presented to sexual orientation socialization in the home, few may perceive the association between student's initial sex socialization encounters and vocation

decision. Jacobs et al., (2006) were among the first specialists to investigate the relationship in the middle of parental and grown-ups desires and profession decision these kids made as grown-ups parents directly and indirectly communicate their career preferences, they also convey their vocational inclination they likewise impart sexual orientation data to their youngsters. Enrolling girls in dance classes and joining up boys for football projects impart gender socialization (Hesser et al., 2000). They went further in clarifying that paying little respect to the increment in boys sharing family units' errands numerous ladies still tackle the assembled obligations. Kids grow up encountering sexual orientation socialization in light of standards set up in the home.

2.2.2.6 Talent

Children may be extra ordinarily influenced by a "shrouded" significance while adults expect almost no impact. Although many parents believe they are neutral in regard to their children's career choices, most possess certain career preferences for their children (Jacobson, 1999) in a study in Ghana reveal that a young girl by the name Molly was talented in playing violin and up to until the age of twelve with her parents enjoying her practicing sessions. As Molly was growing she lost her confidence due to the environmental factors and she lost interest in her talent. In high school Molly decided to become a doctor her father's unfulfilled ambition. According to Tinsey (2000) if a student chooses a career that matches his or her talent that will result in occupational congruence. Children may be extraordinarily affected by a "shrouded" significance while grown-ups expect almost no impact. Albeit numerous folk trust that they are nonpartisan with respect to their youngsters' profession decisions, most have certain vocation inclinations for their children (Jacobson, 1999) Molly was skilled in playing violin and up to until the age of twelve her guardians giving her maximum support. As Molly was developing she lost interest because of the ecological reinforcements and lost enthusiasm for her ability. In secondary school Molly chose to end up specializing in medicine. As per Tinsey (2000) if a student picks a profession that matches his or her ability that will bring about compatibility and job satisfaction.

2.2.3 Family factors

These are the factors that are within the home setting which affect the students' career

choice and includes family's financial status, family support, parental influence and gender roles

2.2.3.1 Family Support

Family involvement or support was found to be the most significant predictor of career choice in gender dominated occupations (Salami, 2006). Hairston (2000) stated that of the factors that influence career choice processes, family members, particularly parents, are the most influential determinant of career plans, occupational aspirations, and occupational expectations. This is also supported by Otto (2006) when he asserted that even if schools had the resources with which to meet young people's career guidance needs, neither teachers nor counselors can replace the influence parents have on their sons and daughters career plans. Family involvement refers to the extent to which the parents or family members are involved in the career plans of their children (Salami, 2006). According to Kniveton (2004), the family can provide information and guidance directly or indirectly that influence young person's careers. Students choose careers that satisfied their families more than satisfying their own career choices. The Philippine family influence often based on economic improvement is important to choice. For instance, parents offer suitable backing for certain word related decisions which have a tendency to take after their own (Small & McLean, 2002). Yang et al., (2002) noticed that Korean students found that picking a profession decision of teenagers and frequently settles on the vocation decisions for them (Clemena, 2002). Africans have opposite qualities with status or renown and budgetary security being critical to Africans yet so is giving something back to society by means of a profession decision (Daire, LaMothe & Fuller, 2007). The family collaboration that best cultivates an effective word related future is the most noteworthy family bolster as this will keep the lines of correspondence inside of the family open. Family contribution additionally incorporates the degree to which parents give consolation, responsiveness, endorsement and monetary backing in matters concerned with the vocation arrangements of their youngsters (Salami, 2006).

2.2.3.2 Parental Influence

Research has revealed that collectivistic cultures emphasize family ties, interdependence and conformity. Collectivistic cultural orientations do not necessarily encourage children to

achieve psychological separation and independence from their parents (Tang, 1999; Choi, 2002). When it comes to decision making as regards choice of occupations, religion and life partners, most Nigerian students would seek approval of their parents and significant others. Family factors also play important roles in Asian-Americans' academic achievement and career aspirations. For example, Asian-Americans may not choose a career based on their own interests or intentions but on the whole family's decision (Leong, 1993). The younger generation owes it as duty to carry on with family tradition and accomplish the wishes of the older generation (Tang et al., 1999). In general, family interactions were significantly related to career decision making commitment to career choice process and career aspirations (Leong, 1993; Salami, 2004; Uba & Olaniyi, 1991; Blustein et al., 1991; Lopez & Andrews, 1987). According to Osoro et al., (2000), Kenyan rural students tend to seek help from parents and teachers more than urban students. Parents, more than career teachers, play a major role in the career decision-making process by students in the rural areas (Osoro et al., 2000). There are two macro perspectives on parental influences on career choices of young adults, namely the "who parents are" perspective and the "what parents do" perspective (Kellaghan et al., 1993), although much of the existing literature focuses on only one perspective or the other. Ferreira et al. (2006) found out that parental influence is one of the multiple developmental contexts that have a bearing on the vocational behavior of adolescents. Stambler (1998) suggests that when young people have to choose their occupation, parents are clearly influential in their career choice. Role-modeling, expectations and encouragement are indicators of parental involvement (Ferry et al., 2000). Family interactions are significantly related to career decision making commitment to career choice process and career aspirations (Salami, 2004; Uba & Olaniyi, 1991; Blustein et al., 1991). According to Lent and Brown (1996) parental influences are powerful determinants that influence the interests, goals, and accomplishments of undergraduate students. Bandura (1986) observes that children learn by observing their environment. They see and hear the jobs their parents have and are drawn to those jobs later in life. In some cases, parents even take their children with them to work. According to Gostein (2000) parents influence their children's choice of career in a number of ways which include direct inheritance, the provision of apprentice and role models. On direct inheritance the adolescent is brought up on the idea that the family business is his inheritance, apprentice is when the child is taught the life skills done by the parent like plumbing (Gostein 2000 cited in

Bossman 2014)

2.2.3.3 Family Socio-economic Status

Family socio-economic status is the combination of the parents' educational and occupational experiences. DeRidder (1990) established out that lower levels of guardian instruction can retard young students and vocation advancement. Studies have additionally uncovered that an exceptionally solid relationship exists between family financial status and work related decision (British Medical Association, 2004; Fergusson & Woodward, 2000). There is a connection between parents' financial status and high school students' career choices (Salami, 2004, 2005. Studies have additionally uncovered that an exceptionally solid relationship exists between family financial status and word related decisions (British Medical Association, 2004; Fergusson & Woodward, 2000). Parents can influence their children about occupational choices at an early age through the way they present information on occupations and values, as well as through the experiences they provide to the children as they develop into adolescents and young adults (Bandura 1986). For instance, parents can communicate to their children that they value 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 a movie star. Healthy or secure attachment to parents may also facilitate the career development of individuals (Alliman-Brissett, 2004; Kerka, 2003; O'Brien et al, 2000; Otto, 2000). This is as a result of the significant links between the parent-child relationship and commitment to career choice of adolescents (Ma & Yeh, 2005; Pearson et al., 2001). According to Lee and Hughey (2004) parental attachment plays a more important role in career maturity of adolescents irrespective of their gender. In Korea, external pressure from parents, teachers and peers could develop an extrinsic motivation to enter the career choice (Fazey & Fazey, 2001; Thomson, 2002). A study on the benefits of career choice expected by the parents of Korean high school students concluded that "protection from socio-economic disadvantage" was the primary advantage identified by parents, and the one that they emphasized most heavily to their children. Conversely, the students themselves regarded the social aspects of the college experience as the major benefit in attending university (Fazey & Fazey, 2002). In the UK, the families of Asian students (of both sexes) were found to exert greater influence on the academic

performances and decisions of their children than the parents of non-Asians (Siann, 1996).

2.2.3.4 Gender

According to Hull (2010) concerns have been raised on whether gender roles really affect career choice and his study is similar to Witko et al. (2011). In Kenya respondents showed that they were not influenced by gender. However a few students still consider gender when making their career choices. Hull (2010) found that individual's career choices are influenced by gender. The difference between their findings shows that gender roles are not the only factors that influence student's career choices. According to Mudhovozi and Chireshe (2012) the gender roles students play in their families affect their career choices as they are socialized in such a way that some tasks are for males while others are for females.

2.2.4 Peer Factors

These are the individuals who closely interact with the students at the same level and include peers and friends.

2.2.4.1 Peer and Friends

Stuart (2000) contends that peers' attitudes towards certain professions may 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. Peers were reported not to be marginally influential in career decision making among students (Bojuwoye & Mbanjwa, 2006). Although boys and girls are positively influenced in equal measure by their friends', boys seem not to be affected negatively by their friends' lack of interest in the discipline (Issa & Nwalo, 2008). A study by Berndt et al., (1990) indicates that the best friend employs strong influence on characters and their choices. The finding led them to conclude that there was an increase in friends' similarity of decisions. In a study carried out at Gweru Polytechnic College in Zimbabwe, Matope and Makotose (2007) it appeared that peer pressure generally, did not significantly influence female students towards choosing engineering as a career. However they cited Giddens (1993) who argues that peer-group socialization tends to play a major part in reinforcing and further shaping gender identity throughout a child's school career. It may therefore not be ruled out that peer pressure is a factor

that influences 'career choice because the researchers were not unanimous on its influence.

2.2.5 Community Factors

These are the factors that are found within the outside world such as geographical location, availability of the job in future, demand of the job, media, type of work and adverts.

2.2.5.1 Media

Media is considered to be among the major factors that influence career choice decisions among students (McGarraugh & Von Welshmen, 2009; Muthukrishna & Sokoya, 2008). The types of media include television, radio, and magazines, movies, dramas and advertising. Bronchart (2002) says that US high school students indicated that someone they saw on television may have influenced their career decision making. In the United States of America, Kloosterman (1994) who conducted a study with fifth and sixth grade Hispanic girls note that there were few appropriate role models in non-traditional careers that they could emulate. The media through television, advertisements and music projected expectations and roles that influence girls to prefer "feminine stereotyped" careers and avoid "masculine appropriate" ones. In Nigeria, mass media was reported to be the major factor that influenced students to choose a career in librarianship (Bello, 1992). Hesse, Biber and Carter (2005) assert that the media as an agent of gender role socialization reflect the relationships and behaviors of males and females in dominant society and influence people's perceptions and expectations of gender roles. Girls seem to be more influenced than boys by the media (Issa & Nwalo, 2008). According to Klem and Connel (2004) social networks and relationships with the context have a positive effect on students' career choices.

2.2.5.2 Type of Work

Literature synthesis revealed that each profession has its own economic values and market acceptability. According to Ogunlade and Akeredolu (2012) the prestige of a career highly influences career choice among high school students in River State (Nigeria). According to Japanese Medicines Journal (2014) lack of understanding and social recognition for the family medicines in Japan led to a negative impact on the career choice of family medicines. One of the participants argued "no one around me understands family medicine as a career specialty, so I

was not sure if I could do it". Students usually make career choices after an investigation of the status position they occupy in society.

2.2.5.3 Availability of the Job In future

The change in our industry profile from goods producing to service producing employment is expected to continue. According to Brown (1991) this shift created its own opportunities, such as the rapid growth in telecommunications industry and in the health services. Bronchart (2003) opportunities may affect how students perceive their future in terms of the reasonable probability of a future in the opportunities available to all. Many times the career that the student may have finally settled on, after much anguish, may no longer exist when the student is ready (Kerha, 2007). However Rawe (2003) and Super (1957) found out that intelligence has nothing to do with getting entry level position rather, maturity, as in physical size and manner is valued more by the employer than intelligence.

2.2.5.4 Geographical Location

According to Gergen (2003) this is an essential element of the social setting framework as associated with one's self-definition in way of life as well as far as activity is concerned. He states that the same activity of an individual may be distinctive in different settings and that trademark which is credited to individuals could change contingent upon the earth. The social connection can likewise influence one's inspiration which could be inherent relying upon inner yearning to succeed, or outward contingent and circumstance as to profession decision (Powell, 2006). The comprehension of the person in connection to one's surroundings adds to fathoming the riddle of a fruitful career choice. Having a feeling of self that is predictable, yet versatile, and also mindfulness and certainty, can help students in overcoming obstructions and settling on the right profession decision choices.

2.3 Theoretical Framework

Many theories have been propounded that explain career choices at different levels of human development in relation to the environment and personality. The researcher utilized the Holland's career theory (Holland, 1997) and the Social Cognitive career theory by (Lent et al., 1986) as the two theories try to explain career choice in a holistic manner where it is linked to

the self and the environment in which one lives in.

2.3.1 Holland's Career Theory

Holland's career development theory was developed by Holland in 1997 and it centers on the notion that most people fit into one of six personality type and each type has a matching work environment, realistic, investigative, artistic, social, enterprising and conventional. According to Holland (1996) people who choose to work in an environment similar to their personality type are more successful and satisfied. For example, artistic persons are more likely to be successful and satisfied if they choose a job that has an artistic environment. A dance teacher working for a dancing school, an environment dominated by artistic type people, where creative abilities and expressions are highly valued. People of the same personality tend to "flock together".

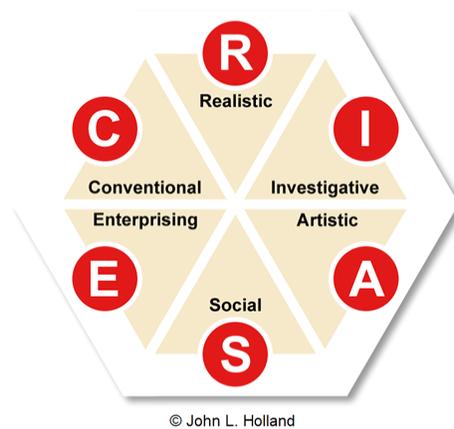


Figure 2.1: Holland's Hexagon

Realistic people like to work mainly with hands, making, fixing, assembling or building things using and operating equipment tools or machines and often like to work out doors. Some of the occupations associated with realistic people are pilots, farmers, horticulturalists, builders, engineers, armed services personnel, mechanics and sportsmen. Investigative people like to discover and research ideas, observe investigate and experiment, ask questions and solve problems. Key skills includes analytic thinking, logical computing, communicating by writing

and speaking, designing, formulating, calculating, diagnosing, experimenting and investigating. Science, research, health occupations and forestry technicians are some of the occupations that matches with investigative personality and one can study subjects such as maths, computing and technology. Artistic people like to use words, art, music or drama or express themselves, create and design things. The skills includes expressing artistically or physically speaking, writing, singing, performing, designing, planning playing dancing. Occupations include artist, illustration, photographing, sign writing, composer, singer, instrument play, dancer, actor, report writer, and advertising and fashion design. The subjects that help to develop such skills are English, social studies, music, drama, art, graphic design, computing and business studies.

Social personality individuals like to work with individuals, to instruct, prepare and illuminate, assist, treat, with recuperating, cure, serve and concerned for the wellbeing of others. Their aptitudes are conveying orally or in composing minding and supporting, preparing, meeting, welcoming, helping, showing talking and mentoring. Occupations incorporate teachers, nurses, nurse aids, counselors, police officers, social specialists and secretaries .The suitable subjects includes English, social studies, maths, science, health ,physical training workmanship registering, business studies and dialects. Enterprising preferences include meeting individuals, driving, conversing with and affecting others, working in business. Abilities, for example include offering, advancing, inducing, creating thoughts, open talking, overseeing sorting out, driving and arranging events. The occupations that such individuals can take include turning into a sales representative, attorney, government official, and specialists, music or games promoter. Convectional preferences include working inside and at undertakings that include arranging and being exact, after procedures, working with information or numbers, arranging with and occasions. Their aptitude incorporates processing, consoling, recording among others.

The theory helps the study as it explains why people make career choices and the personality or skills that guide them to make the choices. Holland's theory also explains why people make career choices as they want to be surrounded by others who are like them and the need to have a satisfying career. It went further in explaining the different types of personalities and the occupations that correlate with these careers. High school students make their career choices

based on their personality and the environments have a role to play as they are certain specific subjects that help in the development of the skills in each personality type.

2.3.2 Social Cognitive Career Theory (SCCT)

Lent et al., (1996) built up the Social Cognitive Career Theory (SCCT) which focused on the significance of self-adequacy in one's decision of conduct and the importance of self-efficacy in one's choice of behavior. According to Lent et al., (1986) individuals choose to engage in or avoid a specific task based on their self-judgment of their competency in accomplishing the task. It is vital to note that although self-efficacy is built on past performance to some extent, students often either over estimate their own capabilities (Galpin et al., 2003; Hilberg & Meiselwitz, 2008) .Students constantly re-assess their ability, and this assessment is influenced by active learning experience, feedback from others, observations of the success of role models and even psychobiological states such as tiredness (Looney & Akbulut, 2007). In high schools the competency and the self-efficacy is found in the academic performance of the student and other roles played at home which will make the student make a career choice.

Lent et al., (1994) suggest that career choice conduct is molded by result hopes, vocation intrigues, and profession self-viability, and that profession self-adequacy assumes an intervening part between one's experience and intrigues and one's result anticipations. The hypothesis accentuates the intuitive impact of logical elements and subjective individual variables on individual vocation improvement (Lent, et al., 2000). In this career development model, one's experience (or relevant elements) and individual attributes would impact on one's learning encounters and thus self-viability. Self-viability then would impact on one's hobbies and result desires, which in the long run would impact one's vocation decision. A result desire was characterized as envisioned outcomes of performing specific practices (Lent et al., 1994).

The principles of the SCCT concentrating on the interrelationship of one's closeness to home attributes, natural bolster, and profession hobbies and choices have been discovered appropriate to different populaces by numerous studies (Bregman & Killen,1999; Caldera, et al, 2003; Flores & O'Brien, 2002; Fouad & Smith, 1996; Gainor & Lent, 1998; Gore & Leuwerke, 2000; Lent, Brown, Nota, et al., 2003; Rivera,2002; Rottinghaus et al., 2002; Tang, Fouad & Smith, 1999; Turner & Lapan, 2002).Goal representation is the other system characterized as the determinant

to participate in a specific action or to exertion on a specific future result (Lent et al., 1994). According to Lent et al., (1994) the more particular objectives are the shorter the time compass between setting the objective and its normal acknowledgment, the more noteworthy the dedication to the objective is relied to be effective. The SCCT is applicable to this study as it demonstrates the elements that influence career choice among different high school students and subsequently it upheld the study as a percentage of the researched variables were additionally inspected in the hypothesis. The variables the specialist needed to consider their belongings have been looked into by scholars through an alternate setting.

2.4 Knowledge Gap

The researcher has noted that most of the studies on career choice both internationally and regionally have been concentrating much on the gender differences and career guidance and how they affect career choices especially in sciences and the influence of career guidance on career choice. International and regional studies have brought in the issue of career choices that are made because of external forces or factors; hence the study aims to find out whether the students have free will when it comes to career choice. In Zimbabwe a few studies have been done on career choice factors after the adjustments of the educational curriculum and economic hardships currently affecting the country. The study focused on a holistic approach where all the factors that affect career choice were rated so that students would be aware of what influenced them and make use of all these factors in the exploration of their careers after school for them to choose the rightful careers.

2.5 Chapter Summary

Various literatures have been used to find out and gather information about researches with regards to factors that affect career choice. The information was categorized into different sections which were presented as subtopics. Each subtopic was addressing a unique issue. Studies previously carried out by other researchers were also included in this chapter for comparison of the findings from the researcher's current study. Knowledge gap on career choice issues were also discussed. The next chapter looked at the research methodology.

Chapter 3: Research Methodology

3.0 Introduction

Research methodology is a systematic way to answer a problem. It is a science of studying how research is to be carried out. The processes by which researchers go about their work of describing, explaining and predicting occurrences are called research methodology (Cooper & Schindler 1997). It is also defined as the study of methods by which knowledge is gained (Nestor & Schutt, 2012). Accordingly, the aim is to give the work plan of research. The chapter outlines the research approach, research design, and population sample size, sampling technique, research instruments, data collection, data analysis and ethical considerations.

3.1 Research Paradigm

Research paradigm is a perspective based on a set of assumptions, conceptions, and values that are held by a community or researchers. The study was framed within the positivist paradigm, positivism is a philosophy of science based on the view that information from logical and mathematical treatments and reports of sensory experience is the exclusive source of all authoritative knowledge and there is valid truth only in scientific knowledge (Cohen & Crabtree, 2006). Positivism implies that the results of the research will tend to be presented as objective facts and established truths (Crotty, 1998). It is based on the assumption that there is a truth out there waiting to be discovered.

The positivist position is grounded in the hypothetical conviction that there is a target reality that can be known not analysed, on the off chance that utilizes the right routines and applies those techniques in the right way. It was chosen in light of the fact that it is in view of the conviction that exploration is assessed utilizing three criteria which are legitimacy, unwavering quality and generalizability. Legitimacy is the degree to which an estimation of methodologies or strategy gives the right reply. Unwavering quality is the degree to which an estimation methodology or system give. Generalizability is the extent to which findings from a study can be applied externally or more broadly outside the study context. According to Cohen and Crabtree (2006) the positivist paradigm presupposes that there is an objective reality; people can know this reality

and symbols can accurately describe and explain this objective reality.

3.1.1 Quantitative Research

The researcher used a quantitative research design in collecting the data using a questionnaire. According to Gray (2008) quantitative research is an explaining phenomenon of collecting numerical data that are analyzed using mathematically based methods and attempts to understand social reality grounded in people's experiences. A quantitative design has an advantage of generalizability thus the results can be applied to other contexts and situations through statistical or mathematical modeling. A quantitative examination methodology was chosen in light of the fact that it depends on the conviction that exploration is assessed utilizing three criteria which are legitimacy, unwavering quality and generalizability. To add on a quantitative methodology makes utilization of numeric examination in which information is diminished into numbers, thus it suits the exploration study as it includes countless dimensions. By ethics of the quantitative methodology expecting that reality, experience, and circumstances can be evaluated, the researcher, decided to measure career choice factors using a questionnaire.

The merits for the quantitative methodology incorporates the way that information gathering procedure is genuinely efficient, exact and numerical and it takes into consideration the discoveries' speculation since information is drawn from genuinely substantial irregular specimens (Johnson & Owuegbuzie, 2004). An extra point of interest of quantitative methodology is its universality, guidelines, procedures, formats, regulations and other controlling standards accessible for analysts to utilize, duplicate, and clear up their examination outlines. Moreso there is consistency in the process and technique for the study (Creswell, 2003). Additionally the chosen methodology grants more prominent objectivity and precision of results.

On the other side it was going to be an un-natural birth cycle of equity to just highlight the positive side of the quantitative methodology on the grounds that this methodology have confinements for instance the quantitative methodology do not at all offer any story clarifications of the information and at times those clarifications are expected to comprehend the connection in which the information were accumulated. Furthermore the methodology have

been found to be hard to peruse and see subsequently measurable parts of the quantitative study which can be specialized and hard to recognize for normal users of instructive diaries (Creswell, 2011). Quantitative research was used to make predictions about what was being studied, whether phenomenon, opinion or experiments. However according to McLeod (2009) quantitative research has been overcome by events as it is all about numbers that are very difficult to quantify and hence the data cannot be relied upon conclusively.

3.2 Research design

Nestor and Schutt (2012) state, that research design is a blueprint or detailed plan of how a research study is to be completed. According to Aggarwal (2008) a descriptive research is devoted to the gathering of information about the prevailing conditions or situations for the purpose of description and interpretation. A descriptive survey is a descriptive research that involves describing and interpreting events or conditions, circumstances or situations that are occurring in the present. A descriptive survey was used and its purpose was to give a detailed examination of specific activities, events, institution and students. The main purpose of this type of research was to describe the data and characteristics about what was being investigated.

3.3 Target Population

According to Lucan (1986) target population is the universe from which the subjects of research are drawn. In this study, the target populations were the 2500 high school students from the 16 high schools in Marondera District and the schools included Government and Private schools. These schools were divided into 5 clusters namely Gukuta, Mahusekwa, Waddilove, Cherutombo and Svosve.

3.4 Population Sample

Baron and Greenburg (2002) defined a population sample as the actual number of participants that the researcher is going to work with. A research population is normally a hefty assortment of individuals or items that is the focal point of a scientific enquiry. It is for the benefit of the population that researches are done. However, due to the large sizes of populations, research often cannot test every individual in the population because it is too expensive and time-consuming. This is the reason why researchers rely on sampling techniques. A research

population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait (Nestor & Schutt, 2012). The study was conducted in Marondera District in Mashonaland East Province of Zimbabwe. The population comprised of 210 selected high school students from the 5 out of the 16 high schools in Marondera District. Those currently doing Advanced level in 2015 were selected.

3.5 Sampling Techniques

According to Battaglia (2010) sampling involves the selection of a portion of the finite population being studied. Cluster sampling is the selection of groups (clusters) of subjects rather than individuals and its advantage is that it can be used when it is difficult to select a random sample of individuals but there is a far greater chance of selecting a sample that is not representative of the population (Goodwin & Godwin, 2014). According to Coolican (2009) a cluster is a group in a population selected at random from among other similar groups and assumed to be representative of a population. Cluster sampling involves dividing the specific population of interest into geographically distinct groups or clusters, such as neighborhoods or families. The information is readily available hence many people use census blocks or block groups for their clusters.

A random sample of clusters was obtained, and then students were then surveyed (as a census). Census blocks were selected in the initial stage through a method known as "probability proportionate to population size," which means that a census block with more students was more likely to be included than one with fewer students. A total of five schools one from each cluster which had the highest number of students was selected, all the six advanced levels classes two from the arts, two from commercials and two from the sciences and then seven students were selected from each of the classes on voluntary basis. The method that was used in the study was the 5 X 6 X 7 popularly known as the 30 X 7 which is an example of a two stage cluster sample selected on voluntary basis. In the first stage, census blocks were randomly selected, while in the second stage, interview locations were randomly selected within each census block (Gips & Stoel, 1998). Census blocks are the primary sampling units, while the random interview locations are the secondary sampling units. Constructing a frame of the observation units may

be difficult, expensive, or impossible. The population is widely distributed geographically or may occur in natural clusters. Another advantage includes the generation of a sampling frame for a cluster is that it is economical, and sampling is often readily available at cluster level. This is the most economical form of sampling which spends less time for listing, implementation and is also suitable for survey of institutions. Its main disadvantage is that it does not reflect the diversity of the community. Constructing a frame of the observation units may be difficult, expensive as many census blocks may be far away from each other and hence when using probability proportionate to population size where the highest numbers in blocks are important or impossible and it is time consuming.

3.6 Instruments

A research instrument refers to a testing device for measuring a given phenomenon such as questionnaire; interview or set of guidelines for observation (Coolican, 2004). The researcher used a questionnaire in the study to collect data.

3.6.1 Questionnaire

A questionnaire was used as the research instrument to collect data. According to Nachmias and Nachmias (1997) a questionnaire consists of a list of questions that must be formulated, constructed and sequenced to produce the most constructive data in the most effective manner. According to Babbie and Mouton (2006) the use of questionnaires is advantageous because questionnaires are economical, speedy, there is no bias (as in interviews: interviewer bias), and the possibility of anonymity and privacy encourages candidates to be willing to respond on sensitive issues, and do so honestly. The questionnaire was used also because it translates the research objectives into specific questions that are asked from the respondents. The respondents were not asked to give their names so that they can be assured that anonymity is maintained. The questionnaire consisted of a covering letter and comprised of the demographic and factors sections. The demographic section elicited information on gender, position in the family, age, geographical location and family economic status. The factors section elicited information on personal, family, peers, school and community factors which influence career choice. The researcher adopted and modified the Leithbrige's questionnaire used to assess the career choice of Grade 12 learners in Turkey in 2002 and had an alpha of

0.89. The questionnaire comprised of 28 four-point Likert items: 8 personal factors ($\alpha=0.78$), 5 family factors ($\alpha=0.86$), 2 peer factors ($\alpha=0.42$), 5 school factors ($\alpha=0.85$) and 8 community factors ($\alpha=0.90$). Cronbach's alpha for the whole questionnaire was 0.84. The response categories were: 1= strongly disagree, 2= disagree, 3= agree and 4= strongly agree.

3.7 Data collection

Data for this research was collected through questionnaires but before collection of the data permission was requested from Midlands State University's department of Psychology and then proceeded to get permission from the Ministry of Primary and Secondary Education thus the Provincial Education Director, District Education Office and the school Heads of the schools that were in the sample. The researcher got informed consent from the teachers. Questionnaires were distributed to the participants and they were given a week to complete them before they returned them. After the data collection phase, the researcher checked all the questionnaires for missing data. Those with missing data were discarded. Tables and figures were used to present the data obtained from the questionnaires.

3.8 Data Analysis and presentation

Statistical analysis was carried out with Statistical Package for the Social Sciences (SPSS) version 21.0. Cronbach alpha co-efficient was used to measure reliability of the measuring instrument. The descriptive statistics were used to analyze student's response data on factors which affected their career choice decisions. Results were then presented using tables in percentiles, frequencies and figures.

3.9 Ethical Considerations

According to Glynis et al., (2006) ethics in research are standards governing human behavior; they are thus standards of right and wrong, good or bad. The ethical considerations that were maintained in this research were informed concern, voluntary participation, protection from harm, anonymity and confidentiality and they were discussed in detail below:

3.9.1 Voluntary Participation

The participants were not forced to take part in the research but they volunteered to participate. The researcher stressed the fact that the students were free to or not to participate. This was done so that they could make up their minds about whether or not to be part of the study. Furthermore, the participants were told that they could participate or drop out at any point during the research, if they wished so without being penalized.

3.9.2 Informed consent

This refers to the agreement given by an individual to participate in a research study or any program, based on comprehensive information concerning the nature of purpose of the study or program and their role in it (Bugler, 2003). The researcher explained the purpose of the research, the nature of the study, the benefits of the study and risks if there were any. Anybody who was willing to participate after all these explanations was considered to have been given informed consent in the research.

3.9.3 Confidentiality

Confidentiality pertains to the treatment of information that an individual has disclosed in a relationship of trust and with the expectation that it will not be divulged to others in ways that are inconsistent with the understanding of the original disclosure without permission (WHO 2013). Participants' risk of social injury for example personal information becoming public was protected by making their responses anonymous or confidential by using no identifiable information like the names of the participants. Therefore, participants were guaranteed of confidentiality as the information found by the researcher was not going to be divulged to any one without their concern.

3.9.4. Anonymity

According to Whelan (2007) providing anonymity of information collected from students or research participants means that either the project does not collect identifying information of individual subjects for example names, address emails and the project cannot link individual responses with participant's identities. It was explained to participants that there will be no identification of names as it was as written on the instrument and this was done to

ensure anonymity of respondents.

9.5 Protection from Harm

According to Whelan (2007) research involving human subject is based on the principle that it should be conducted in such a way that minimise harm or risk not only to an immediate population of subjects but also to their wider family, kin and community. The researcher had the primary responsibility to protect participants from lasting and prolonged harm. The research was conducted in the school setting where the students spent most of their time at and they felt comfortable as the environment was conducive. The information in the questionnaire was also not harmful to the participants as they understood it and clear words were used.

3.10 Chapter Summary

In summary chapter 3 provided an outline of research work strategy implemented. The components of research methodology that were discussed in the chapter comprise research approach, research design, research instruments, target population, population sample, sampling technique, data collection procedure, data analysis and the ethical considerations. The next chapter focused on the presentation and analysis of data.

Chapter 4: Data Presentation and Interpretation

4.0 Introduction

This chapter presents data collected from respondents on the career choice questionnaire. First the chapter begins with presentation of participant demographic characteristics. This is followed by presentation of study findings in relation to the following hypotheses:(1) Do personal factors influence students' career choice?; (2) Do School factors influence students' career choice?; (3) Do family factors influence students' career choices?; (4) Do peers influence students' career choice?; and (5) Do community factors influence student's career choices?. It should be noted that a response rate of 93% (n=196) was registered in the study.

4.1 Participant Demographic Characteristics

4.1.1 Participants by Gender

Fig 4.1 below showed that 56.63 % (n=111) of the participants were males while 43.37% (n=85) were females. The percentage totals showed the lack of confidence shown by the female students who were not so determined to participate in the research as compared to their male counterparts.

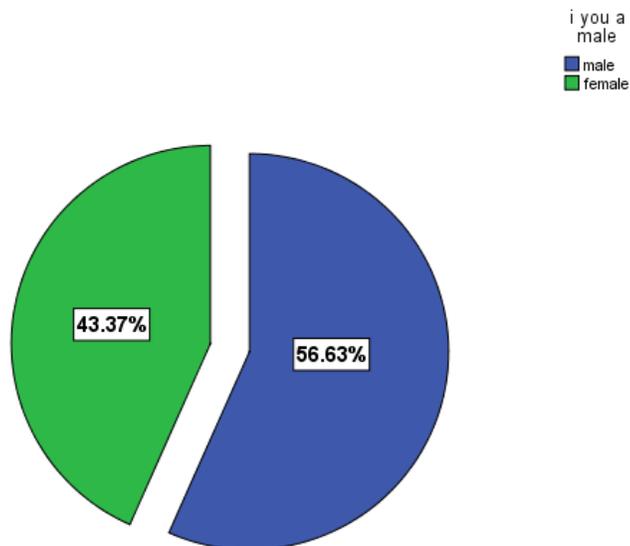


Fig 4.1: Participants by Gender

4.1.2 Participants by Age

Table 4.1 below showed that 22.9% (n=45) of the participants were between the age of 16 and 17, while 69, 49% (n=135) were between 18 and 19 years and 9.2% (n=16) were between 20 and 22 years. The results showed that most of the high school students that participated in the study were on the 18 to 19 age group range.

Table 4.1: Age of participants

Age Range	Frequency	Percentage
16-17 years	45	22.9
18-19 years	135	69.9
20-22 years	16	9.2
Total	196	100

4.1.3 Participants by Birth Order

Table 4.2 below which showed the birth order of the participants shows that 25% (n=49) of the participants were youngest children, 39.3% (n=77) were middle children, 18.9% were oldest children and 16.8 % (n=33) were the only children in their families. Therefore most of the participants in this study were middle range children even though the birth orders of these participants were distributed unevenly.

Table 4.2: Birth order of the participants

Birth Order	Frequency	Percentage
Youngest Child	49	25.0
Middle Child	77	39.3
Oldest Child	37	18.9
Only Child	33	16.8
Total	100	100

4.1.4 Participant's by Geographical background

Fig 4.2 below showed that 53.57% (n=105) of the participants were from an urban background whilst 46.43% (n=91) were from a rural background. Therefore most of the participants in the study were from an urban background but the difference was marginal.

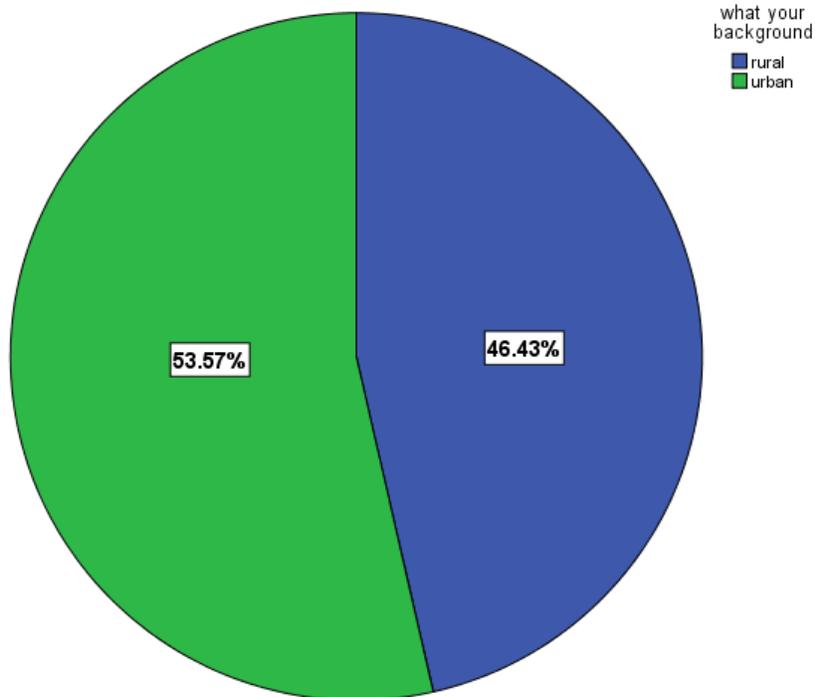


Fig 4.2: Participants' geographical background

4.1.5 Participant by the Family's economic position

Fig 4.3 below showed that the highest percentage of the participants were from the upper class which have 49% (n=96) followed by the middle class with 27, 6% (n=54) and lastly the lower class which have 23, 4% (n=46). Therefore most of the participants were from the upper and middle class.

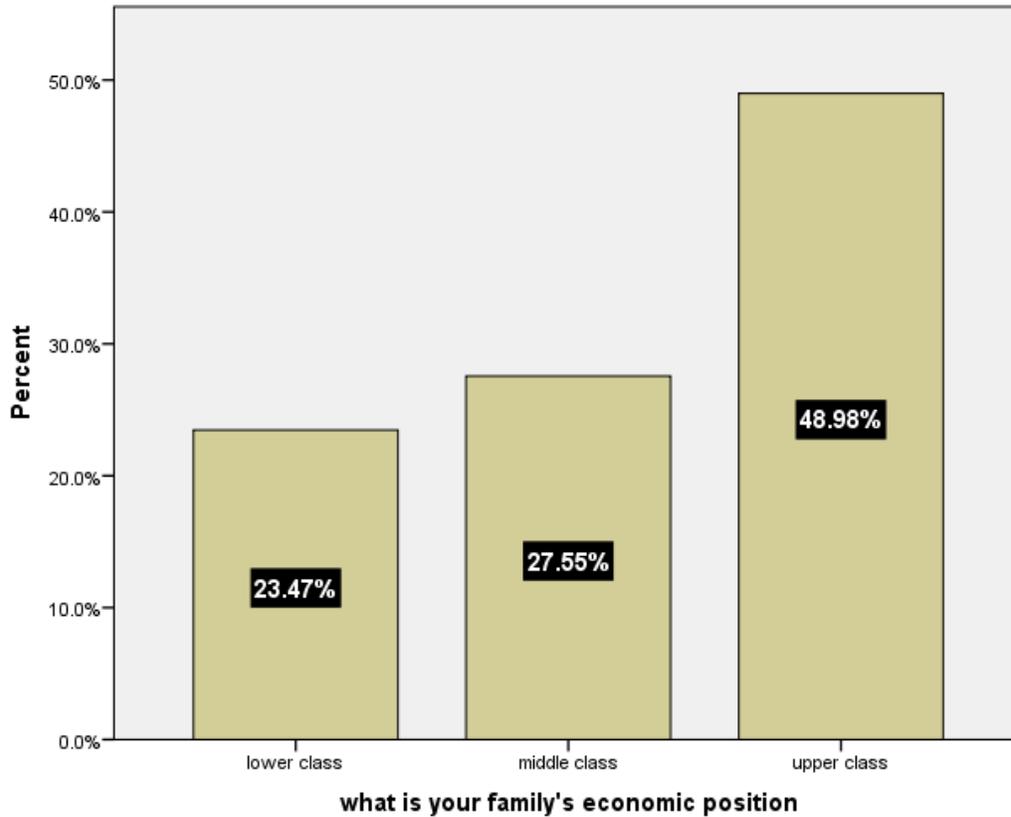


Fig 4.3: Family's economic position

KEY

Lower class=families that earn less than \$450-00 per month

Middle class=families that earn between \$450 and \$800 per month

Upper Class=families that earn more than \$800-00 and above per month

4.2 Results of the study

4.2.1 Personal factors' influence on students' career choice.

4.2.1.1 Personality

Table 4.3 below showed that 16, 3% (n=32) of the participants strongly disagreed that their personality influences their career choices while 27% (n=53) disagreed, 33.2% (n=65) agreed and 23, 5% (n=46) strongly agreed. Therefore the influence of personality influenced participants' career choices but those who disagreed were almost similar to those that agreed.

Table 4.3: Influence of personality on career choices

Students' Responses	Frequency	Percentage
Strongly Disagree	32	16.3
Disagree	53	27,0
Agree	65	33,2
Strongly agree	46	23,5
Total	196	100

4.2.1.2. Childhood dream

Fig 4.4 below showed that 6.1% (n=12) of the participants strongly disagree that their career choices were their childhood dream while 20.4 % (n=40) disagreed, 33.2% (n=65) agreed and 40.3% (n=79) strongly agreed. Therefore the findings showed that childhood dreams highly influenced the participants' career choices.

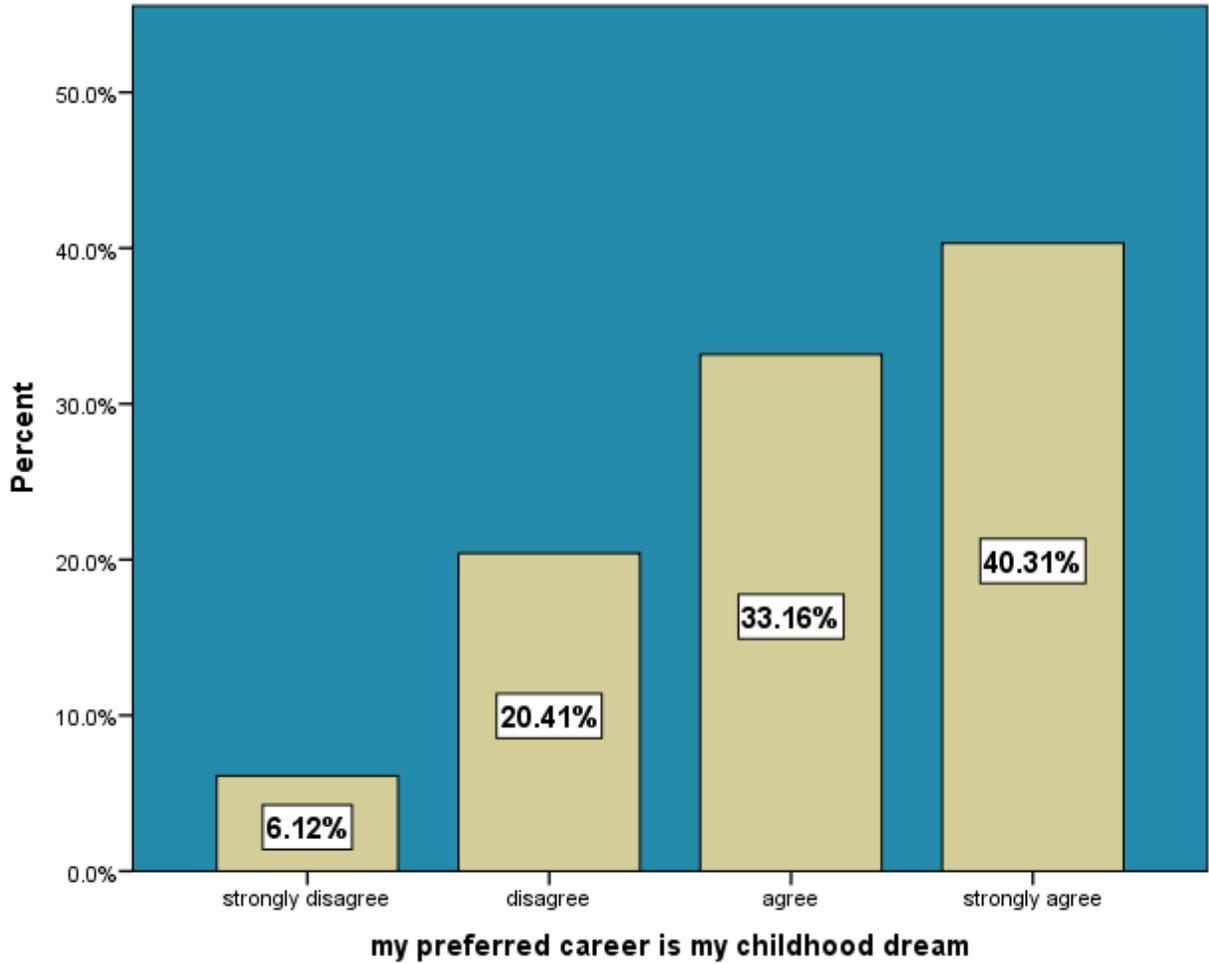


Fig 4.4 Influence of Childhood dream on career choice

4.2.1.3: Favorite Subject

Fig 4.5 showed that 10.7% (n=21) of the participants strongly disagreed that their career choice was influenced by their favorite subject, 19.4% (n=38) disagreed, 36.7% (n=72) agreed and 33.2% (n=65) strongly agreed. These results showed that high numbers were in agreement of the fact that favorite subjects influenced them in their career choices.

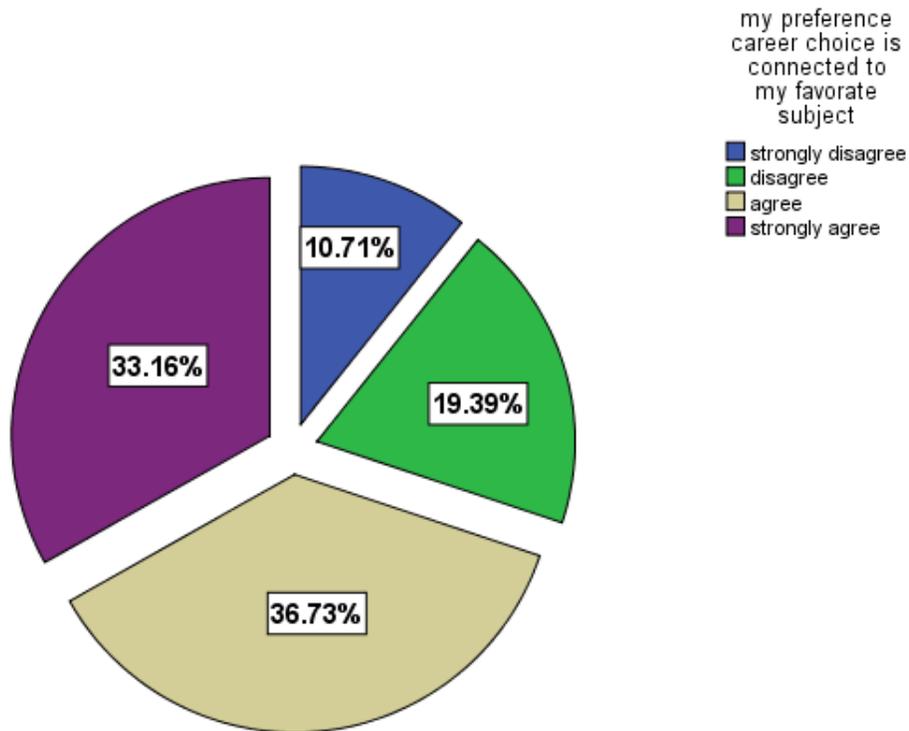


Fig 4.5 :Influence of favorite subject on career choice

4.2.1.4 Personal Choice

Fig 4.6 showed that 12.8% (n=25) of the participants strongly disagreed that their career choices were their personal choice, 23% (n=45) disagreed while 40.8% (n=80) agreed and 23.5% (n=46) strongly agreed. Therefore most of the participants made their career choices based on their personal choice.

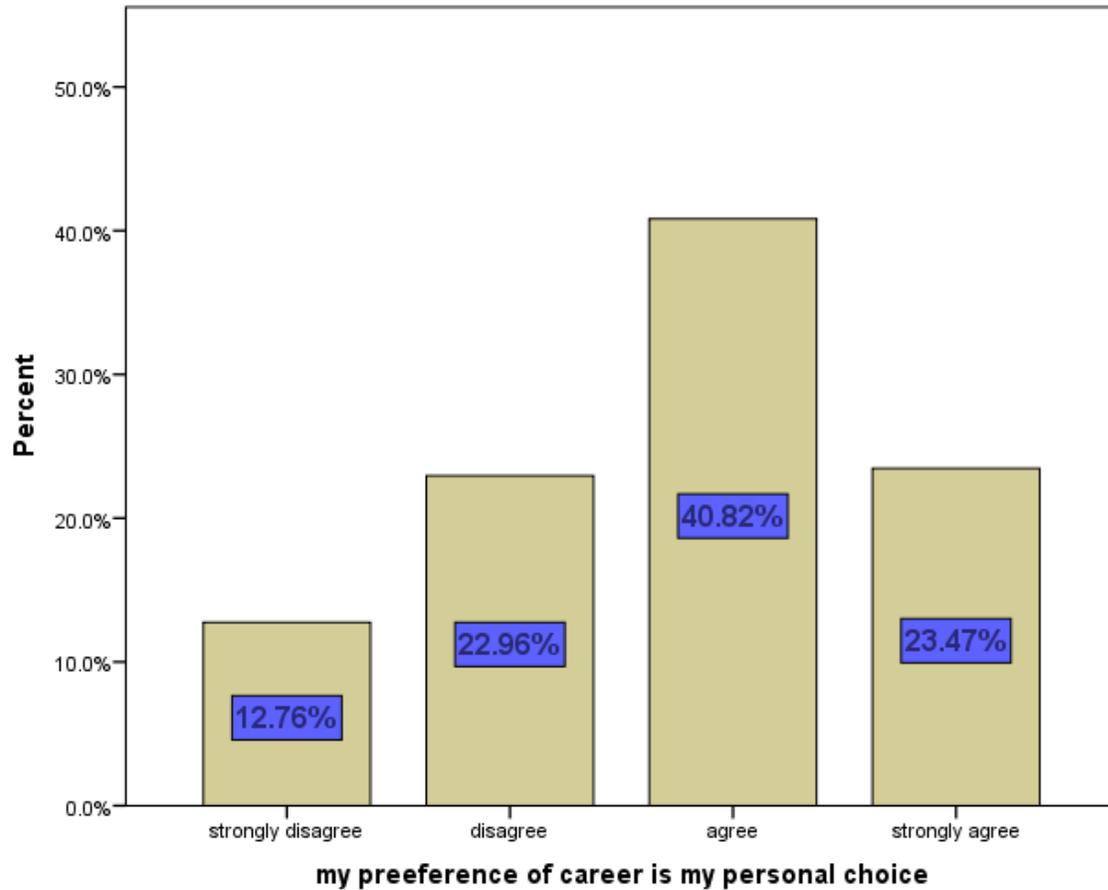


Fig 4.6 Influence of personal choice on career choice

4.2.1.5 Age

Fig 4.7 showed that 17, 3% (n=34) of the participants strongly disagreed while 37, 8% (n=74) disagreed, 28.6% (n=56) agreed and 16.3% strongly agreed that their career choices were influenced by age. The results showed that the participants were not influenced by age in making their career choices.

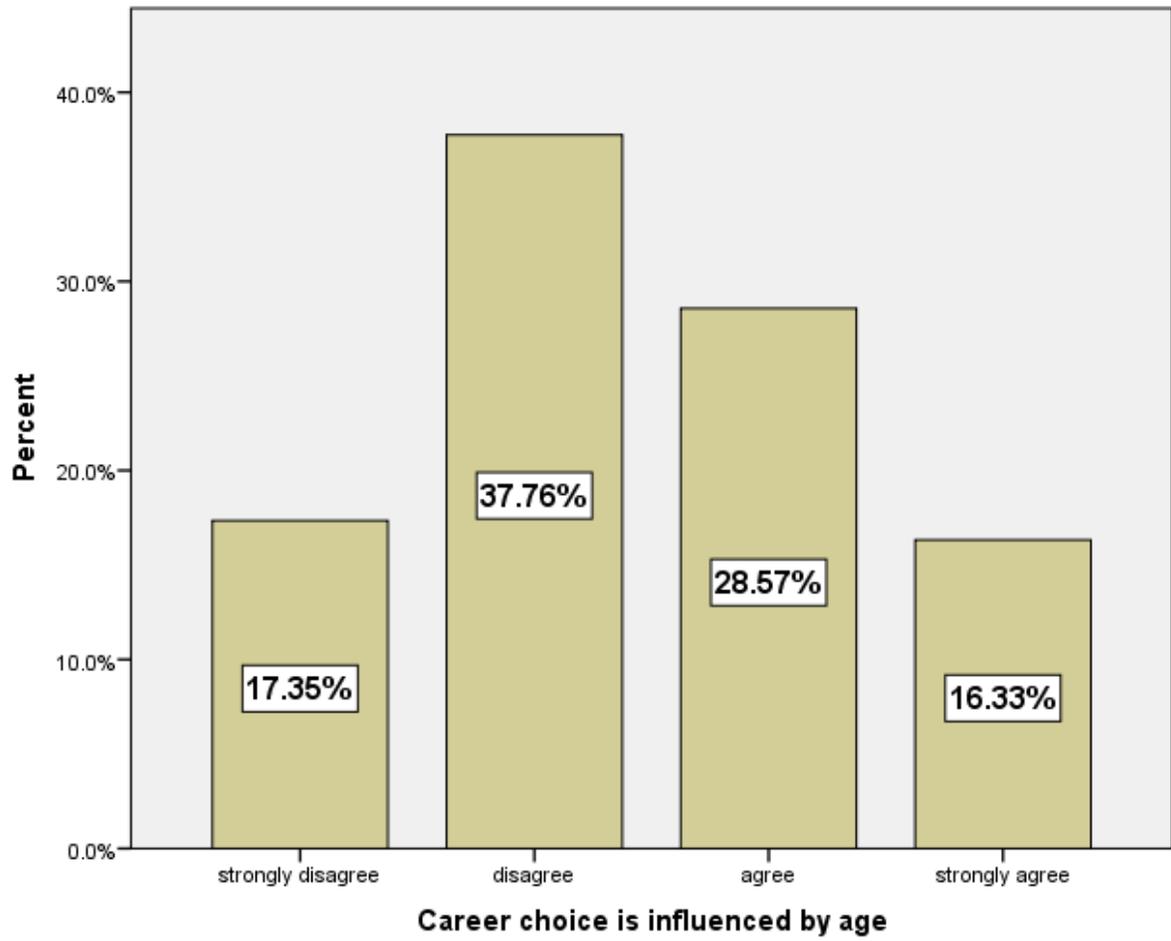


Fig 4.7 Influence of age on career choice

4.2.1.6 Hobbies

Table 4.4 below showed how hobbies influence participant's career choices and results reviewed that 16.3% (n=32) strongly disagreed while 23.5% (n=46) disagreed, 37.8% (n=74) agreed and 22.4% (n=44) strongly agreed that hobbies influenced their career choices. The result showed that hobbies influenced high school students' career choices.

Table 4.3: Participants' Hobbies

Student's response	Frequency	Percent
Strongly disagree	32	16.3
Disagree	46	23.5
Agree	74	37.8
Strongly agree	44	22.4
Total	196	100

4.1.2.7 Religion

Table 4.5 below showed that 13.8% (n=27) of the participants strongly disagreed that religion influenced their career choice while 19.4% (n=19.4) disagreed, 34.7% (n=68) agreed and 32.1% (n=63) strongly agreed. Therefore religion influenced high school's career choices.

Table 4: Influence of religion on career choice

Participant' response	Frequency	Percent
strongly disagree	27	13.8
disagree	38	19.4
Agree	68	34.7
strongly agree	63	32.1
Total	196	100.0

4.2.1.8 Summary

The results on the personal factors showed that personality, religion, personal choice, favorite subjects and childhood dreams influenced high school students' career choices whilst age did not influence the participant's career choices. This showed that personal factors had a great influence on high school students' career choices.

4.2.2. The influence school factors on students' career choice?

4.2.2.1 Teachers

Fig 4.8 below showed that 14.8% (n=29) strongly disagreed while 28.1% (n=55), 32.1% (n=63) agreed and 25% (n=49) strongly agreed that teachers influenced their career choice. Therefore teachers influenced high school students' career choices as evidenced by the results.

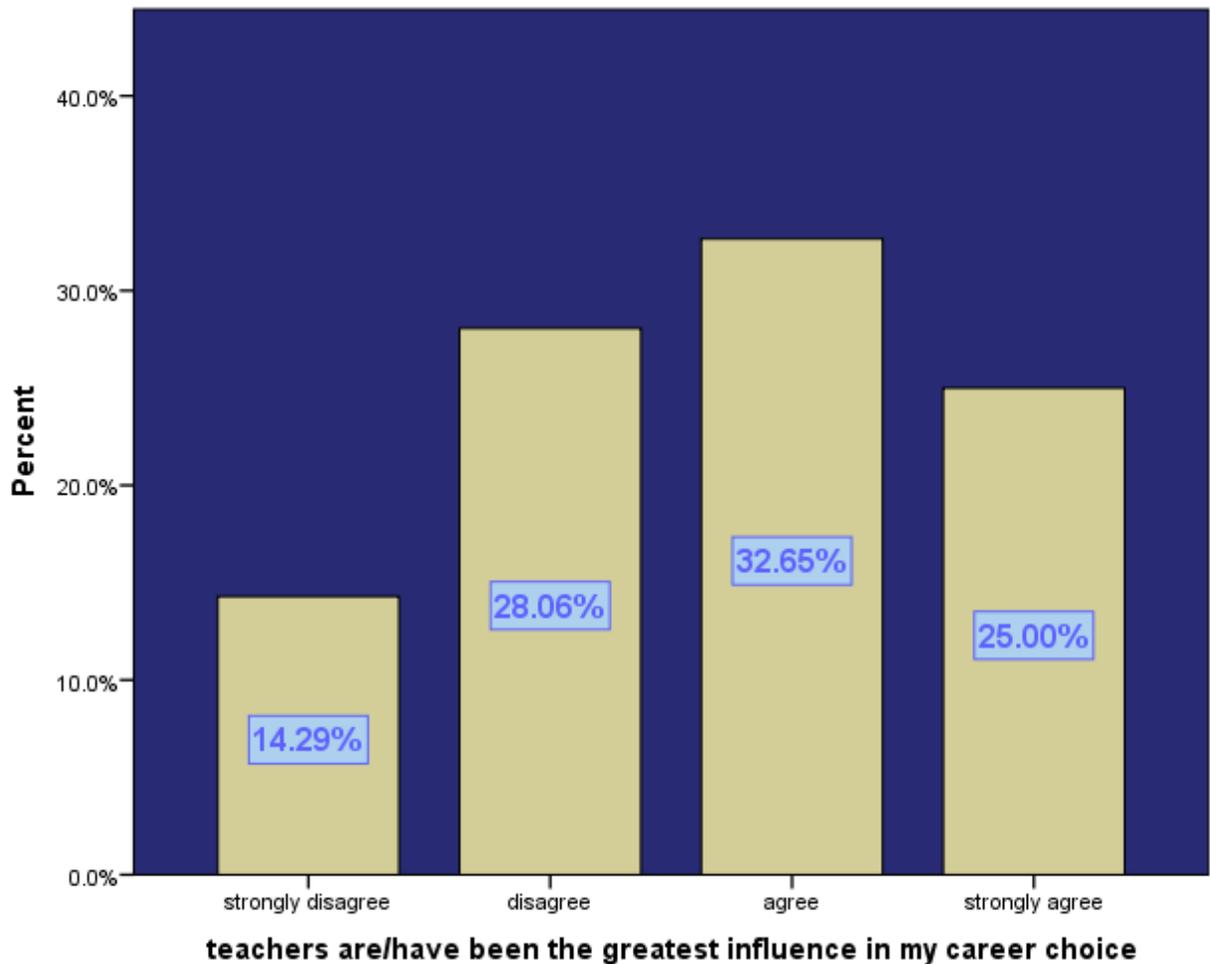


Fig 4.8 Influence of teachers on career choice

4.2.2.2 Talent

Fig 4.9 below showed that 1.8% (n=33) of the participants strongly disagreed that their talents have an influence on their career choices, 26% (n=51) disagreed while 30.1% (n=59) agreed and 27.1% (n=53) strongly agreed .Therefore talent influenced the participant’s career choices.

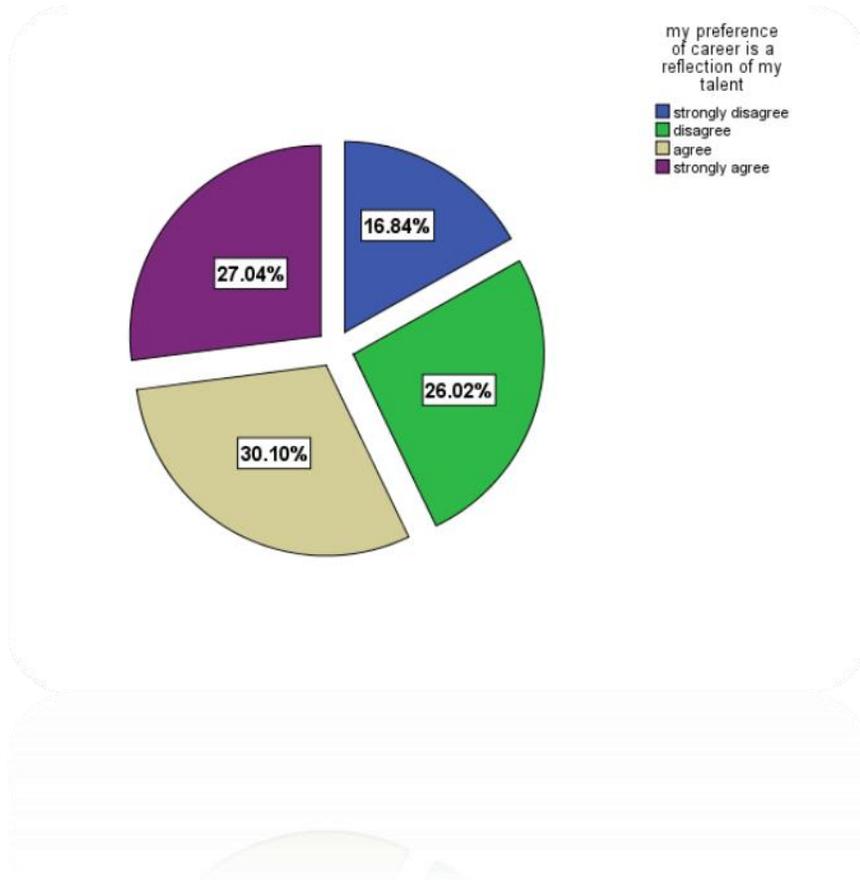


Fig: 4.9 Influence of talent on career choice

4.2.2.3 The School

Fig 4.10 showed that 9.2 % (n=18) of the participants strongly disagreed that the school influenced their career choice while 27% (n=53) disagreed, 37.3% (n=73) agreed and 26.5% (n=52) strongly agreed. Therefore the results showed that school factors influenced high school students' career choices.

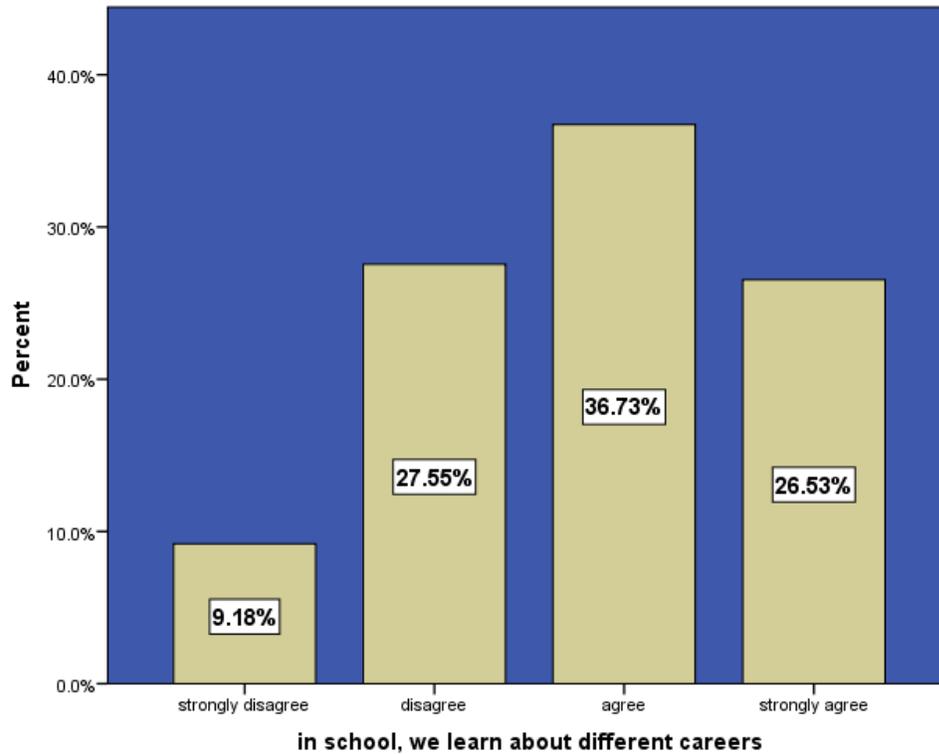


Fig 4.10: Influence of school on career choice

4.2.2.4 Expectations of teachers by gender

Table 4.6 showed that 10.7% (n=21) strongly disagreed that the teachers expect the same things from boys and girls, 27% (n=53) disagreed while 37.8% (n=74) agreed and 24.5% (n=48) strongly agreed. The results therefore showed that the highest percentage was in agreement with the view that teachers generally expect the same things from boys and girls and hence their expectations influenced student's career choices.

Table 4.5: Influence teachers' expectations by gender

Participant's response	Frequency	Percent
Strongly disagree	21	10.7
Disagree	53	27
Agree	74	37.8
Strongly agree	48	24.5
Total	196	100

4.2.2.5 Career guidance Seminars

Fig 4.11 below showed that 19.4% (n=38) strongly disagreed that career guidance seminars influenced their career choices, 32.7% (n=64) disagreed while 30.6% (n=60) agreed and 17.3% (n=34) strongly agreed. The results therefore showed that the career guidance seminars did not influence student's career choice.

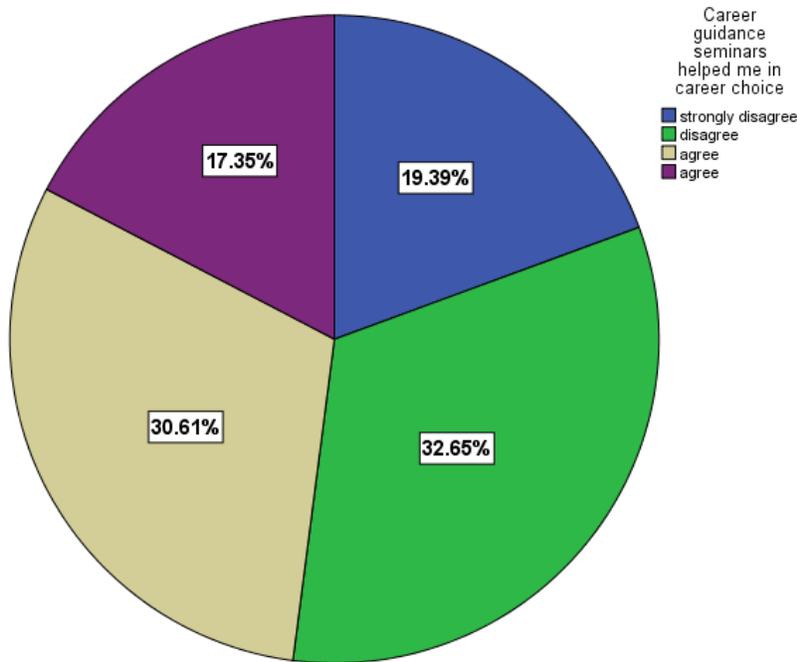


Fig 4.11: Influence of career guidance on career choice

4.2.2.6 School factors Summary

The results showed that most of the school factors like teachers, general expectations of teachers, the school, talent and favorite subject had an influence on high school student's career choice but career guidance seminars did not influence students' career choices. The results showed that school factors influenced high school student's career choices.

4.2.3 Family factors' influence on students' career choices.

4.2.3.1 Family's financial status

Fig 4.12 below showed how participants responded on how the family's financial status influenced their career choices. 13.3% (n=26) strongly disagreed, 24 % (n=47) disagreed, 35.2% (n=69) agreed while 27.5% (n=54) strongly agreed. The findings showed that the family's financial status influenced high school students' career choices.

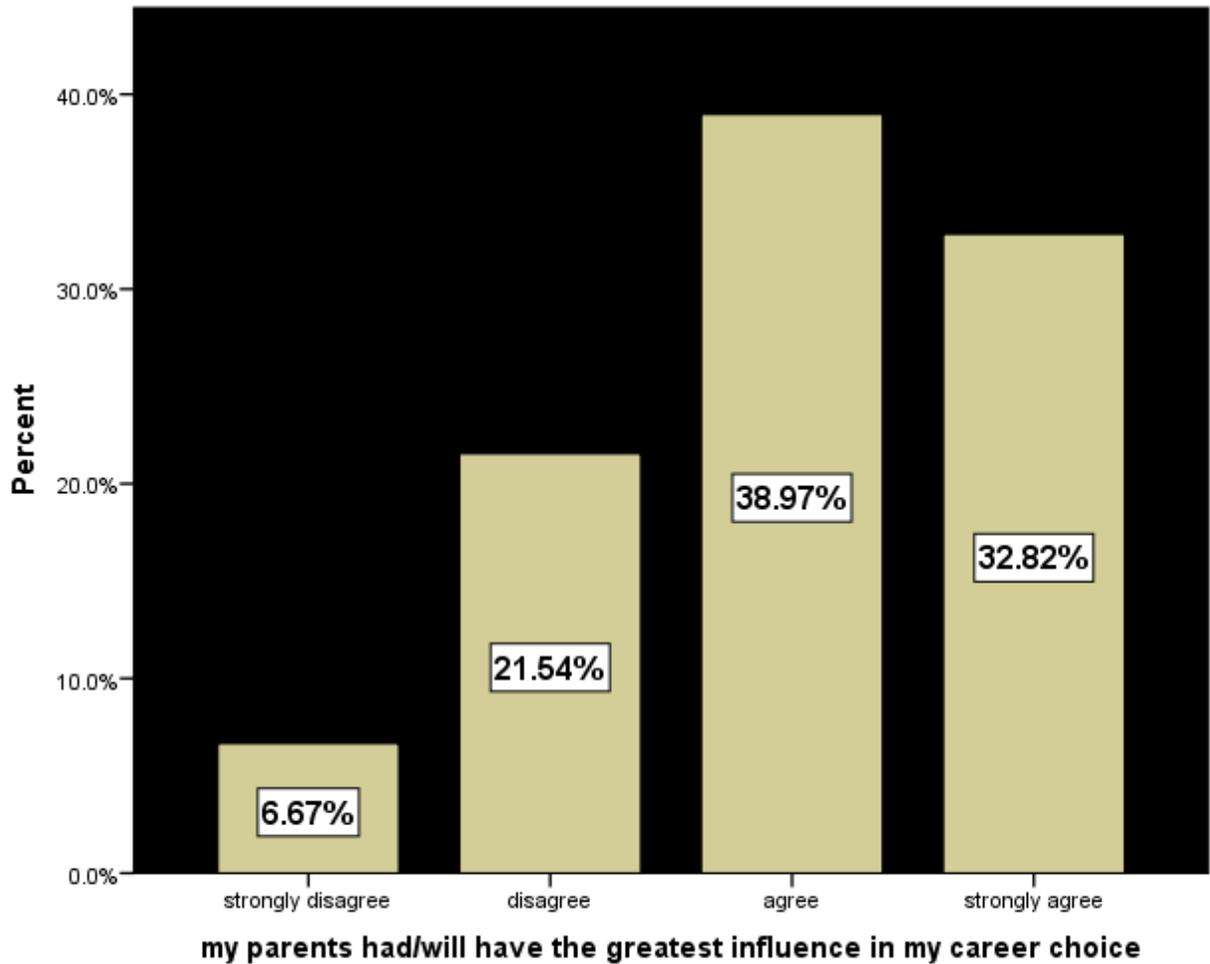


Fig 4.13: Influence of parents on career choice

4.2.3.2 Family Support

Table 4.7 showed that 9.7% (n=19) strongly disagreed that family support influenced them in their planning on career choice, 17.9% (n=35) disagreed, 37.8% (n=74) agreed and 37.8% (n=74) strongly agreed. Therefore family support in career planning influenced high school students' career choices.

Table 4.6: Influence of family support on career choice planning

Participant's Response	Frequency	Percent
Strongly Disagree	19	9.7
Disagree	35	17.9
Agree	74	37.8
Strongly agree	68	34.7
Total	196	100

4.2.3.3 Parental Influence

Fig 4.13 below showed that 7.1% (n=14) strongly disagreed, 21.4% (n=42) disagreed, 38.8% (n=76) agreed while 32.7% (n=64) strongly agreed that parents influenced them in their career choices. In view of the results therefore parents influence participants' career choice.

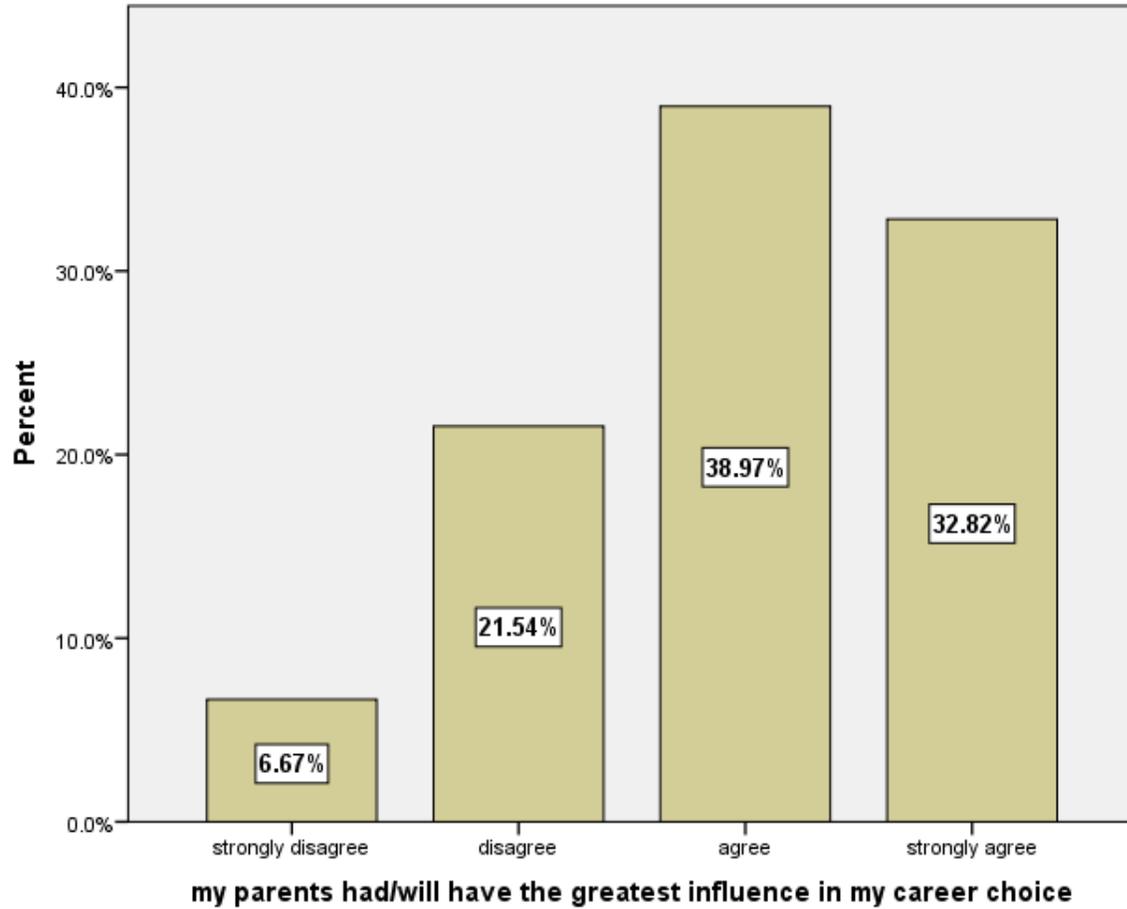


Fig 4.13 :Parental influence on students' career choice.

4.2.3.4 Genders roles

Fig 4.14 showed that 10.7% (n=21) strongly disagreed that gender roles influenced their career choices, 27% (n=53) disagreed while 37.8% (n=74) agreed and 24.5% (n=48) strongly agreed. The results showed that gender roles influenced student's career choices.

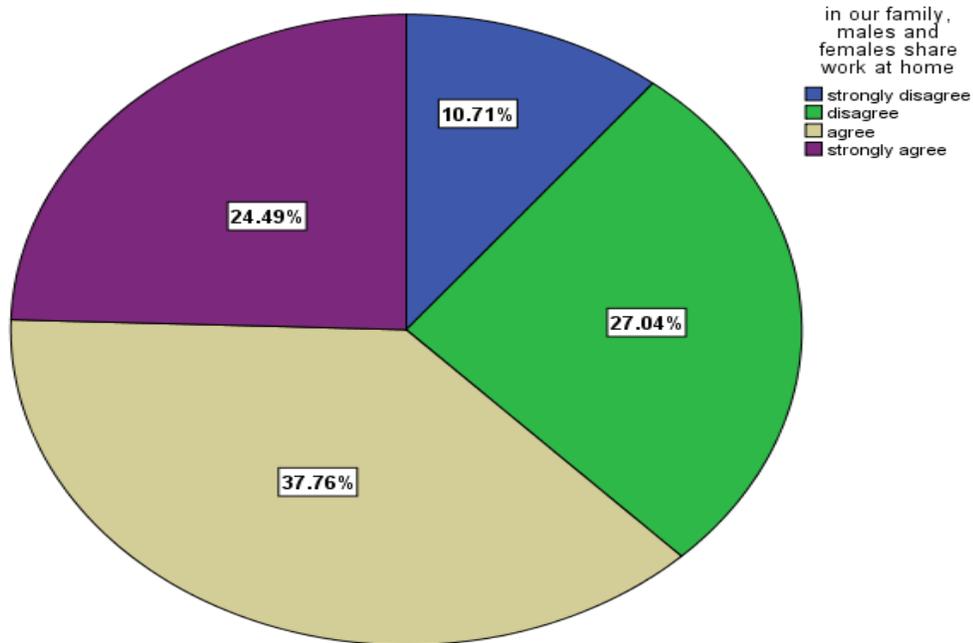


Figure 4.14: Influence of gender socialization

4.2.3.5 Family factors summary

The results showed that parents, family support and gender roles influenced career choices of high school students through their economic positions and career preferences as some parents force the students to take certain career pathways that were against their own choices.

4.2.4 Peers' influence students' career choice.

4.2.4.1 Peers

Fig 4.15 showed that 10.7% (n=21) strongly disagreed while 30.6% (n=60) disagreed, 29.6% (n=58) agreed and 29.1% strongly agreed that peers influenced them on their career choice. The results showed that peers influenced high school student's career choice.

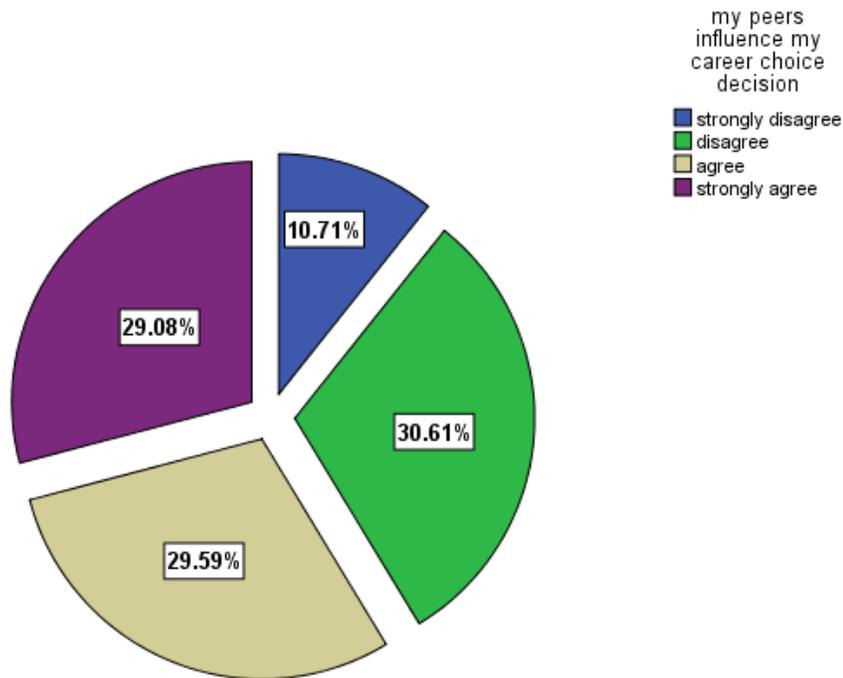


Figure 4.15: Influence of peers on career choice

4.2.4.2 Friends

Table 4.8 showed that 17.5% (n=33) strongly disagreed, 28.6% (n=54) disagreed while 30.2% (n=65) agreed and 23.8% (n=45) strongly agreed that friends influenced them in their career choices. The findings showed that friends influenced high school students' career choices.

Table 4.7: Influence of friends

Participant's responses	Frequency	Percent
Strongly Disagree	33	17.5
Disagree	54	28.6
Agree	65	30.2
Strongly agree	45	23.8
Total	196	100

4.2.4.3 Peer factors summary

The peer factors that include peers and friends influenced high school students' career choices as evidenced by the research findings.

4.2.5 Community factors' influence on students' career choices.

4.2.5.1 Geographical Location

The fig 4.16 below showed that 7.1% strongly disagreed that background or geographical location influences career choice, 13.3% disagreed while 39.8% agreed and 39.8% strongly agreed. The results therefore showed that geographical location influenced participants' career choices.

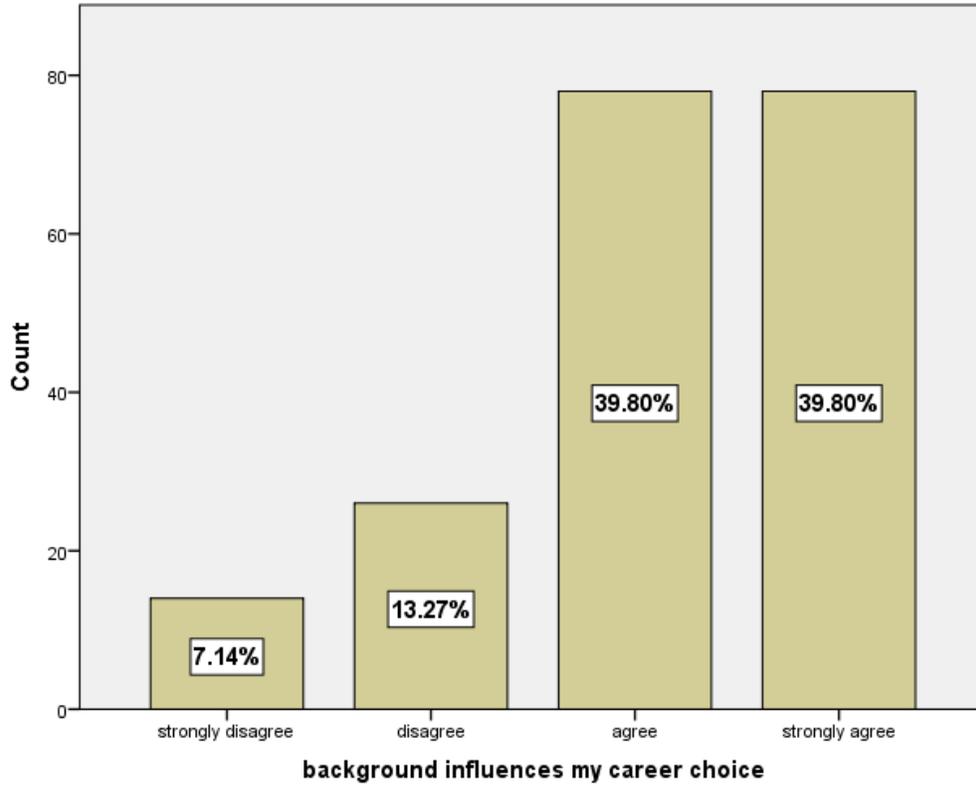


Figure 4.16: Influence of background on career choice

4.2.5.2: Availability of the job in future

Results on table 4.9 showed that 13.3% (n=23) strongly disagreed, 16.8% (n=33) disagreed, 35.3% (n=70), agreed and 33.7% (n=66) strongly agreed that the availability of the job in future influenced their career choices. Therefore the availability of the job in future influenced students' career choices.

Table 4.8: Influence of the availability of the job in future on career choice.

Participants' response	Frequency	Percent
Strongly Disagree	23	13.3
Disagree	33	16.8
Agree	70	35.7
Strongly Agree	66	33.7
Total	196	100

4.2.5.3 Media

Fig4.17 below showed that 7.7% (n=15) of the participants strongly disagreed that the media influenced them in their career choice while 23% (n=45) disagreed, 39.8% (n=78) and 29.6% (n=58) strongly agreed. The findings therefore showed that media influenced high school students' career choices.

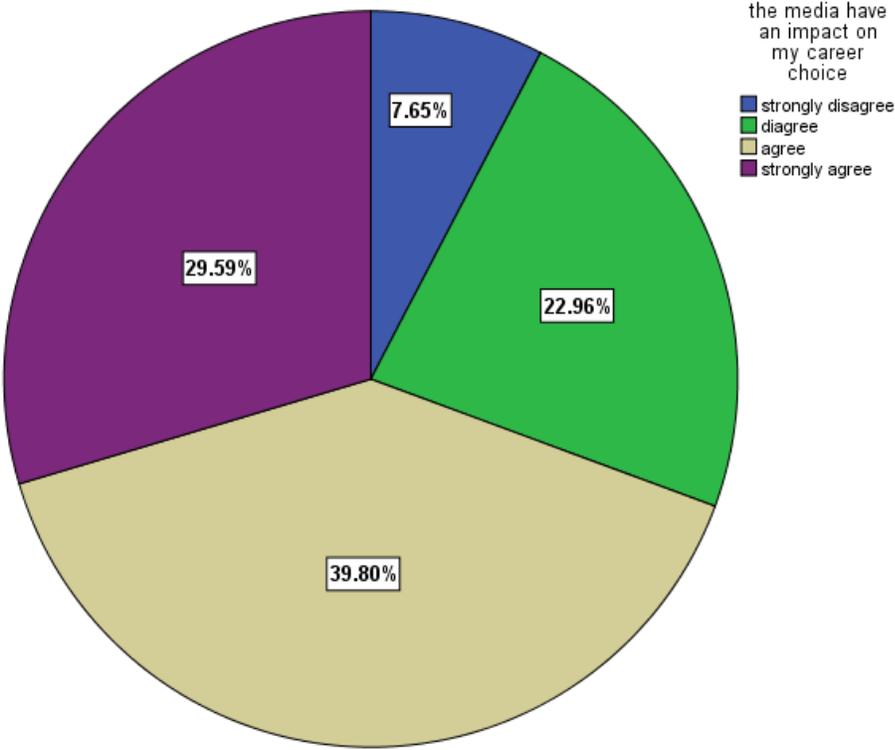


Figure 4.17:Influence of media on career choice

4.2.5.4 Future work

Fig 4.18 showed that 8.2% (n=16) strongly disagreed, 28.6% (n=56) disagreed while 33.7% (n=66) agreed and 29.6% (n=58) strongly agreed that the future work influenced them on their career choice. The results showed that future work influenced students' career choice.

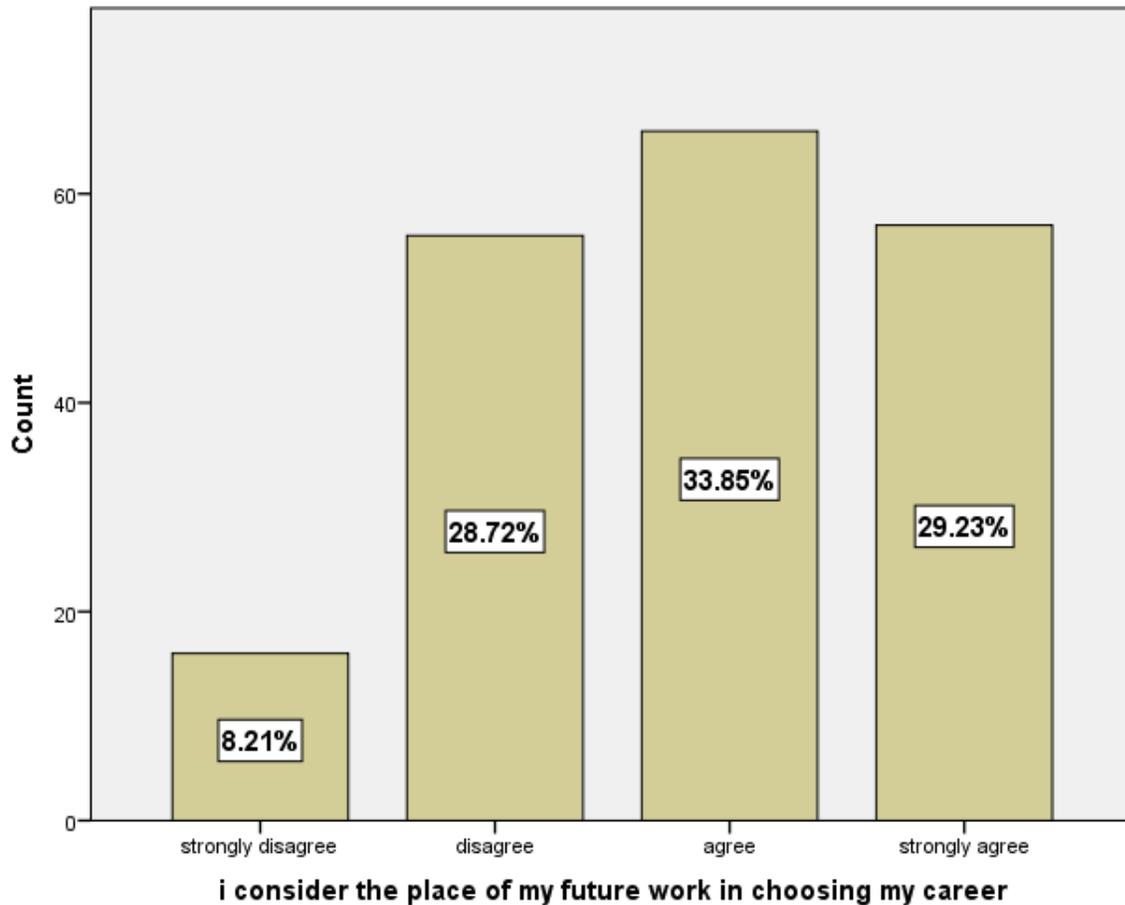


Figure 4.2: Influence of future work on career choice

4.2.5.5 Type of school

Fig 4.19 belows showed that 19.9% (n=39) strongly disagreed,13.3% (n=26) disagreed,30.1% (n=59) agreed and 36.7% (n=72) strongly agreed that the type of school did influenced their career choices. Therefore the results showed that the type of school affected high school students' career choice.

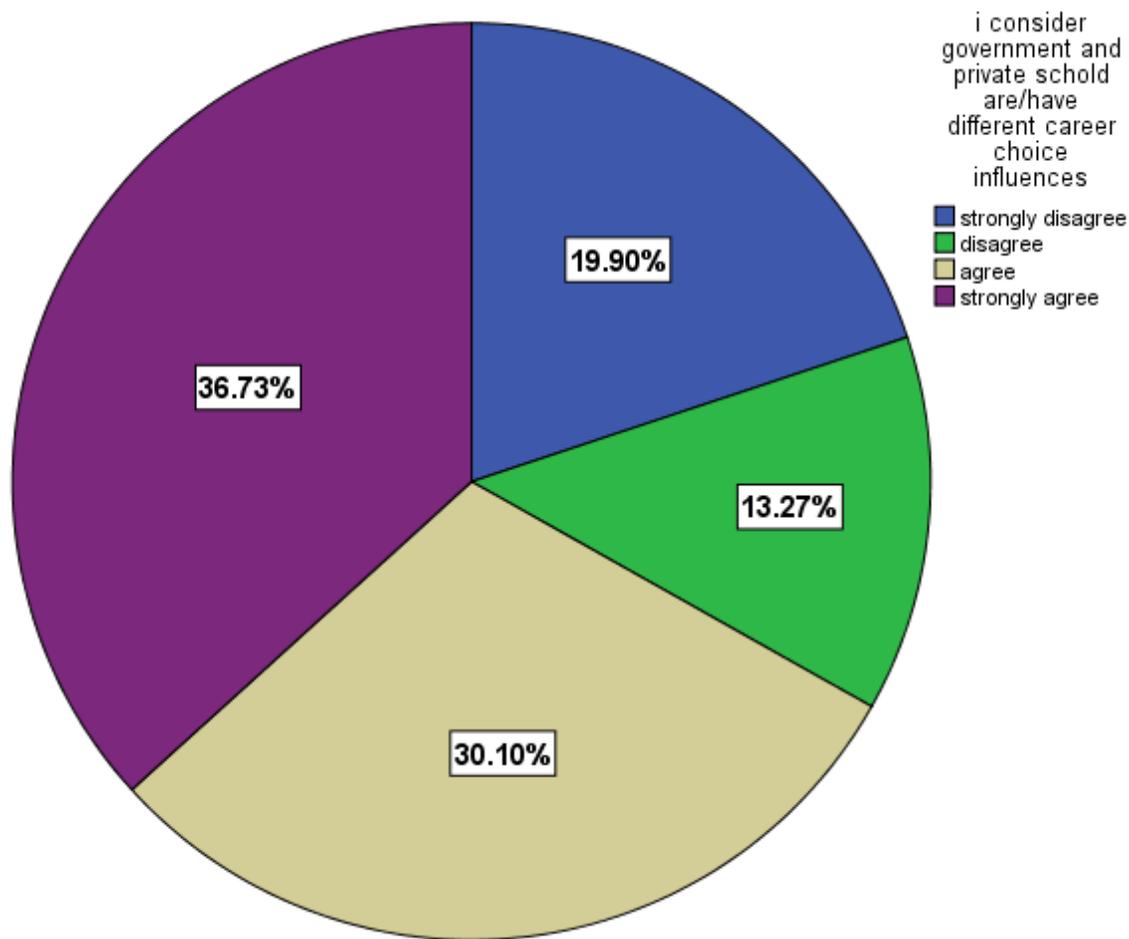


Figure 4.3: Influence of the type of school

4.2.5.6 Demand

Table 4.10 below showed that 9.7% (n=19) strongly disagreed that the demand in a certain career influenced their career, 20.4% (n=40) disagreed, 43.4% (n=85) agreed and 26.5% (n=52) strongly agreed. Therefore demand in a certain career influenced high school student's career choice.

Table 4.10: Influence of career demand on career choice

Participant's response	Frequency	Percent
Strongly Disagree	19	9.7
Disagree	40	20.4
Agree	85	43.4
Strongly Disagree	52	26.5
Total	196	100

4.2.5.7 Adverts

Fig 4.20 shows that 9.3% (n=18) of the participants strongly disagreed that adverts influenced their career choice while 15.3% (n=30) disagreed, 43.3% (n=85) agreed and 32.1% (n=63) strongly agreed. Conclusively high percentages of the participants were influenced by adverts in their career choices.

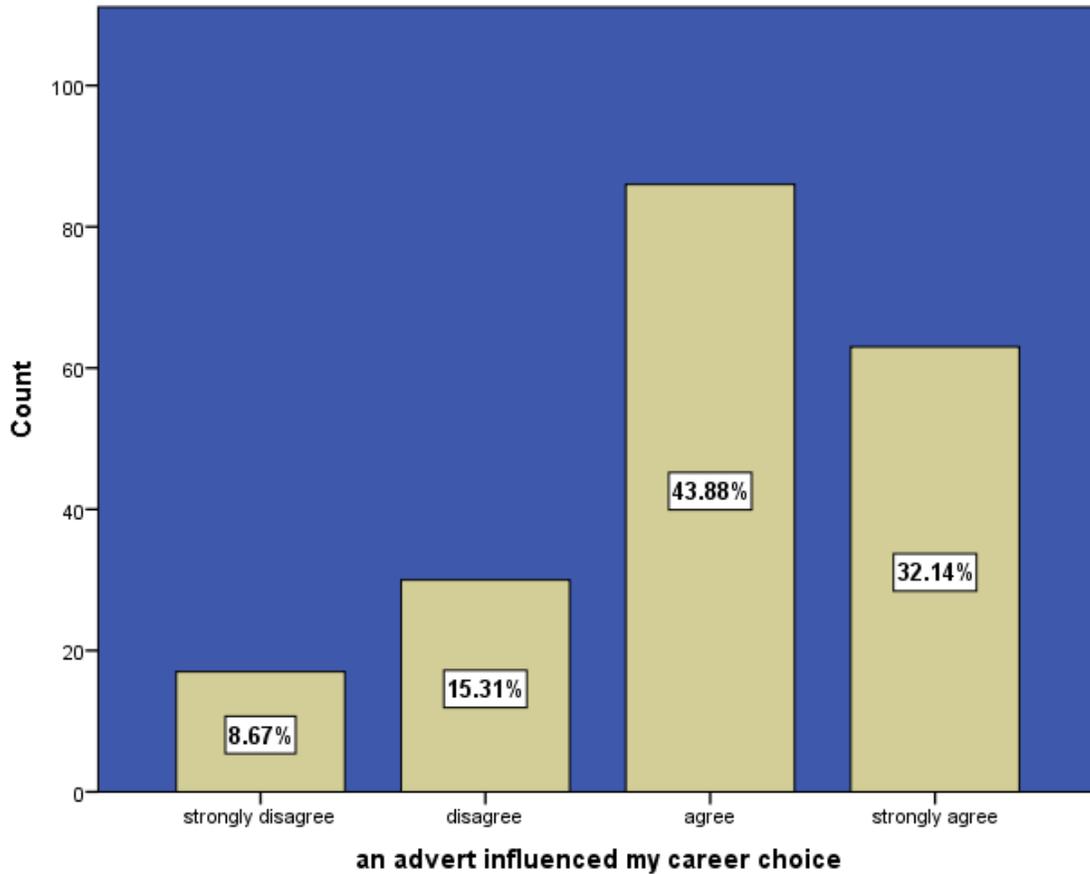


Figure 4.4: Influence of adverts on career choice

4.2.5.8 Community factors summary

The results on the community factors showed that all the factors that included demand, type of school, future work, media, and availability of the job, background and adverts greatly influenced high school students' career choice. This therefore showed that community factors do actually influence high school student' career choices.

Table 4.11 Conclusive summary of the results

	Personal factors		School factors		Family factors		Peer factors		Community factors	
	FRQ	PR	FRQ	PR	FRQ	PR	FRQ	PR	FRQ	PR
Level of agreement										
Low effect	2	1.0			7	3.6	20	10.2	4	2.0
Moderate effect	124	63.3	17	8.7	87	44.4	77	39.3	86	43.9
High effect	70	35.7	179	91.3	102	52	99	50.5	106	54.1

Key

FRQ =frequency

PR =Percent

4.3 Chapter Summary

The results from the findings show that all the factors that were being looked into do have an influence on career choice as most of the participants were lowly, moderately and strongly affected. However there were few factors that participants argued that they lowly affect their career choices and they include career guidance and the age. The findings show that many personal, families; school, peer and community factors all influence participants’ career choices. The chapter presented the data gathered from the research instrument and the responses as provided by respondents in Marondera District. Further discussions, conclusions and recommendations from these presented results are presented in the in the next chapter.

CHAPTER 5: DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1.1 Introduction

In this chapter, the researcher discusses, concludes, makes recommendations, and summarizes the major findings of the study.

5.1.2 Discussion of Findings.

5.1.2.1 Personal Factors

Results were found on the seven factors under this category which included personality, childhood dream, favorite subject, personal choice, age, religion and hobbies and each of these were discussed separately below:

5.1.2.1.1 Personality

The results of the study revealed that personality greatly influenced career choices as 56.5% of the participants agreed that personality influenced their career choice. This concurs with the finding by Mihyeon (2009) which showed that students will choose a career that they think will fit their personality type. Students who believe in themselves have more confidence and are more likely to go for what they want instead of settling for something that is comfortable. According to Porter and Umbach (2006) in their study, they found out that students who have an investigative personality are more likely to major in science fields. Students with an artistic personality are more likely to major in arts and in interdisciplinary fields. Students who are very social are more likely to major in the social sciences. The findings also support Holland's theory which stipulates that people turn to select jobs which make them work with others who have the same personality like them.

5.1.2.1.2 Childhood Dream

The results of the study showed that childhood dreams highly influenced Marondera district high school students' career choices as 73.5% of the participants agreed that their career choices were influenced by their childhood dreams. The above findings were supported by Amoah (2015) who found out that having a reputable career is the dream of every young person and this dream can come true via the right career choice. The results are also in line with Super's

theory in which he argues that children start to make career choice decisions from the age of ten years to realise their childhood dreams.

5.1.2.1.3 Favorite Subject

The results showed that 69.9% of the participants were influenced by favorite subjects in their career choices. The findings were consistent with those by Matope and Makotose (2007) who found out that the labeling of students as good in certain subjects or the self-efficacy they had on certain subjects made them favor other subjects at the expense of others and automatically drove them towards certain careers. They argued that this automatically denies some students the career choice opportunities linked to those subjects as they were not getting the orientation towards certain careers later in life.

5.1.2.1.4 Personal Choice

Results revealed that the participants were influenced by their personal choice when making career choices decision, 64.4% of the participants agreed that they made their personal career choices. The findings concur with Bedu-Addo's (2000) findings when he found out that career choice is important and a life time decision just like selecting a marriage partner and needs an individual's personal decision. According to Bronchart (2003) students must be motivated to orchestrate the outcome and if they want to make career choices, they must know and understand the realities of that career.

5.1.2.1.5 Age

The research found out that the students were not influenced by age in their career choice as only 39.4% of the participants agreed that it influenced their career choices. This is inconsistent with the findings of Gottfredson's (1996) study which suggested that at the age range of six to eight years, children develop their "tolerable sex type occupational boundaries". They believe that certain occupations are only for boys while others are only for girls. Subsequently, from the age of thirteen years children and adolescents develop a zone of acceptable occupations based on their ability and social class (Gottfredson's, 1996; Helwig, 2001). According to Super (1957) by the age of ten years, children begin to develop career preferences determined by their interests and shaped by their enjoyable experiences. The possible reason for the difference can be the different stages at which the participants who are Zimbabwean are taught about career choices unlike in the other studies which were done in the Western world

where students are exposed to career exploration at an early age and hence their career choices were influenced by age.

5.1.2.1.6 Religion

The results showed that 66.8% of the participants agreed that religion influenced their career choice. The results concur with the findings by Gig (2012) among Venezuela students which revealed that 89% of the participants were highly influenced by their religion in making career choices. However these findings differ from the studies by Hussein in Iran conducted in 1991 where he established that students were not influenced by their religion in making their career choices but their parents' interest. The differences in the findings can be attributed to the differences in the religions where Zimbabwean are Christians while the Iranians are Moslems, hence the way they were influenced differ just like their religious ideologies. According to Tinsley (1994) individuals from different cultural backgrounds should be expected to differ in the expectations, aspirations and values they bring to career choices.

5.1.2.7 Hobbies

The findings showed that 60.4% of the participants were affected by their hobbies in making their career choices. The results were consistent with the findings of Huggins in 2000 among high school students in USA where 95% of the students reported that their hobbies affected their career choice. In the USA, hobbies are taken as a career and students are encouraged to pursue their hobbies through parental support and government policies that empower students to have control over their career choices.

5.1.2.2 School factors

A total of six factors were found under the school factors and they included teachers, the school, and type of school, career guidance services, gender expectations and talent. Each of these was discussed below.

5.1.2.2.1 Teachers

Teachers greatly influence students' career choices. The results are consistent with the findings of Peru and Titus (2005) who found out that teachers influenced students' engagements

and achievements. They found out that elementary students who received high levels of teacher support were 89% more likely to feel engaged while 93% of the students experiencing low teacher support felt less likely to engage in career choice decision. Teachers instead of instilling into the students that they could perform well and make good career choice decisions, discourage them from getting involved in engineering jobs as reported by 60 % of the participants (Matope & Makotose, 2003). This however does not concur with Canon and Broyles (2006) who had different findings that revealed that teachers in Zimbabwe do not influence student's career choice as the curriculum is too tied up that the teachers cannot discuss career choice issues with students. The reason for the difference in the findings might be the busy schedule teachers have at school which have been increased by the need for teachers to find survival strategies in the current harsh economic environment.

5.1.2.2.2 The School

Results in the study showed that schools influenced students' career choices. This concurs with the findings by (Weishew & Penk, 1993) who found out that the school where one is educated has an important influence on career choice. Similarly Garrahy (2001) noted that schools are social institutions that reinforce behavior, interests and occupations. Students spent most of their time in the school environment and hence the findings showed that the school influenced the career choice for them.

5.1.2.2.3 Type of school (public and private)

The type of school influenced the career choice of high school students as supported by 63, 8% of the participants. The above refutes research findings by Falaye & Adams (2008) which found out that the type of school influences the decisions students make about their future careers. Arsenivic et al., (2005) also found out that high school students are differently prepared to explore career opportunities by the school they attend. Private schools seem to provide more comprehensive information and counseling on career choices (Falaye & Adams, 2008). A related observation is that people from rural settings, for example from Southern United States, tend to express more traditional gender role orientations than those from more urban settings which will in turn make them select careers that are inclined to gender roles (Rice & Coates, 1995).

5.1.2.2.4 Career Guidance Services

Career guidance was found to have not influenced high school students' career choices. This does not go along with the findings of Tang (2003) in Italy where he found out that career guidance services were needed to react to economic, employment patterns and globalization changes in the society. However the results concur with Nicholas et al., (1999) where the participants in South Africa who argued that they were not satisfied with the career guidance services they received at secondary education. A possible reason for the difference on the findings on the influence of career guidance services between these studies maybe the way the career guidance services are provided in Zimbabwe where career guidance seminars are conducted once per year and hence there is no way the students can be affected by something that happens to them only once annually.

5.1.2.2.5 Gender expectations by teachers

The study results showed that teachers expected the same things from both girls and boys and hence their expectations greatly influenced students similarly in their career choices. This is supported by the findings by Hesser et al., (2000) in a study he carried out in Netherlands among adolescents and found out that enrolling girls in ballet classes and signing up boys for football programs communicate and influence their career choices through gender socialization at school. They went further in explaining that regardless of the increase in males sharing households' chores many women still take on the bulk of the duties. Children grow up experiencing gender socialization based on norms established in the home. The difference in the findings can be due to the time differences the studies were done considering the issue of gender balance was still a new phenomenon when Hesser et al., (2000) did their research as compared to the current study which was done in July 2015.

5.1.2.2.6 Talent

The results showed that students were highly influenced by talents. This is supported by Jacobson (1999) who found out that children were greatly influenced by a "hidden" meaning while adults assume little or no influence. Although many parents believe that they are neutral in regard to their children's career choices, most possess certain career preferences for their

children (Jacobson, 1999) Molly was talented in playing violin up to until the age of twelve when her parents enjoyed her practicing sessions. As Molly was growing she lost confidence due to the environmental reinforcements. She lost interest in her talent. In high school Molly decided to become a doctor her father's unfulfilled ambition. According to Tinsey (2000) if a student chooses a career that matches his or her talent that will result in occupational congruence. The other reason that the study used to support talent as an influence of career choice were the 2015 Zimbabwean Warriors' scandals where players were boycotting national team training sessions because of non-payment of their playing allowances. This showed that these players were not talented in soccer and chose the field to earn a living rather than being their career professions.

5.1.2.3. Family factors

Under this category a total of four factors were discussed separately and they included family support, parents influence, family's socio- economic status and gender.

5.1.2.3.1 Family Support

Family support influenced the career choice of high school students in Marondera District. Hairston (2000) stated that of all the factors that influence career choice processes, family members, particularly parents, are the most influential determinants of career plans, occupational aspirations, and occupational expectations. This is also supported by Otto (2006) when he asserted that even if schools had the resources with which to meet young people's career guidance needs, neither teachers nor counselors can replace the influence parents have on their sons' and daughters' career plans. According to Kniveton (2004) the family can provide information and guidance directly or indirectly, to influence a young person's career choice. For example, parents offer appropriate support for certain occupational choices which tend to follow their own (Small & McClean, 2002). Yang et al., (2002) noted that Korean students found out that choosing a career which satisfied their family was more important than satisfying their own career choices. The Philippine family influences are often based on economic improvement and this is important to the career choice of adolescents and often makes the career choices for them (Clemena, 2002). In a study by Bregman and Killen (1999) it was discovered that adolescents valued parental influence and guidance in the area of career choice and vocational development. Research shows that parents and care givers influence children's career choices (Muthukrishna

& Sokoya, 2008).

5.1.2.3.2 Parental Influence

The findings revealed that parents highly influence high school students' career choice. The results concur with Genside (1993) in his studies in Kenya who found out that 66% of students in teachers training college and 56% of those on technical college were influenced by parents and significant others to enter career programmes. Similar findings were found by Okeke in 2000 in East African studies where he studied the relationship between parental careers and their children's career choices who found out that 60% of the children were willing to take their fathers' career and 25% were willing to follow their mothers' careers. Olando in 2010 found the same results in Liberia where 65% of the students choose careers because of their parents as well as Gofflich and Moses (2003) who found that 95% of boys who chose farming had a sense of farming.

5.1.2.3.3 Family Socio-economic Status

Family's socio-economic status influences high school students' career choice and the findings were similar to studies which revealed that a very strong relationship exists between family socio-economic status and occupational choice (British Medical Association, 2004; Fergusson & Woodward, 2000). A study on the benefits of career choice expected by the parents of Korean high school students concluded that "protection from socio-economic disadvantage" was the primary advantage identified by parents, and the one that they emphasized most heavily to their children. In the UK, the parents of Asian students (of both sexes) were found to exert greater influence on the academic performances and decisions of their children than the parents of non-Asians (Siann, 1996).

5.1.2.3.4 Gender

Gender greatly influenced high school students' career choices and this is inconsistent with Witko et al., (2011) in Kenya where respondents showed that they were not influenced by gender. However a few students still consider gender when making their career choices. Hull (2010) found that individual's career choices are influenced by gender. The difference between their findings shows that gender roles are not the only factors that influence student's career choice. According to Mudhovozi and Chireshe (2012) the gender roles students play in their

families affect their career choice as they are socialized in such a way that some tasks are for men while others are for females.

5.1.2.4 Peer factors' influence students' career choice.

5.1.2.4.1 Peer and Friends

Peer moderately influenced students' career choice decisions and the findings were similar to those of Bojuwayo and Mbanjwa in 2006 in Jamaica where the 65% participants reported that peers marginally influential in career decision making among students (Bojuwoye & Mbanjwa, 2006). Similar results were also found in a study by Berndt et al., (1990) which indicates that the best friend employs strong influence on characters and their choices. The finding led them to conclude that the increase in friends' similarity of decisions. In a study carried out in a polytechnic in Zimbabwe, Matope and Makotose (2007) peer demands, generally, did not significantly influence female students towards choosing engineering as a career. However they cited Giddens (1993) who argues that peer group socialization tends to play a major part in reinforcing and further shaping gender identity throughout a child's school career.

5.1.2.5: Community factors

Community factors had a total of four factors that included media, availability of the job, type of job, and geographical location and each of these were discussed separately below.

5.1.2.5.1 Media

Media was found to have a great influence on student's career choice .The findings are similar to those by Bronchart (2002) in a student among US high school students that indicated someone they saw on television may have influenced their career decision making. In the United States of America Media is considered to be among the major factors that moderate career choice decisions among students (McGarraugh & Von Welshmen, 2009; Muthukrishna & Sokoya 2008)., Kloosterman (1994) who conducted a study with fifth and sixth grade Hispanic girls notes that there were few appropriate role models in non-traditional careers that they could emulate. The media influenced career choices through television, advertisements and music projected expectations.

5.1.2.5.2. Type of Work

The type of work that one will get influences the career choice and this concurs with Ogunlade and Akeredolu (2012) who found out that the prestige of a career highly influences career choice among high school students in River State (Nigeria). According to Japanese Medicines Journal (2014) lack of understanding and social recognition for the family medicines in Japan led to a negative impact on the career choice of family medicines. One of the participants argued “no one around me understands family medicine as a career specialty, so I was not sure if I could do it”. Students usually make career choices after an investigation of the status position they will have in society.

5.1.2.5.3 Availability of the Job In future

Availability of the job in future highly influenced the career choice of high school students .This is consistent with the findings that the change in our industry profile from goods producing to service producing employment is expected to continue into the 2000s.According to Brown (1991) this shift created its own opportunities, such as the rapid growth in telecommunications industry and in the health services. Bronchart (2003) opportunities may affect how students perceive their future in terms of the reasonable probability of a future in the opportunities available to all. Many times the career that the student may have finally settled on, after much anguish, may no longer exist when the student is ready (Kerha, 2007).However Rawe (2003) and Super (1957) found out that intelligence has nothing to do with getting entry level position rather, maturity, as in physical size and manner is valued more by the employer than intelligence.

5.1.2.5.4 Geographical Location

The geographical location affects the career choice of students and this is consistent with Gergen’s 2002 research where he found out that geographical location is important because the social context system are connected to one’s self-definition not only in identity but also in terms of action and context. He posited that the same action of an individual may be different in various contexts and that characteristic which attribute to person could change depending on the

environment. It created the impression that associate weight, by and large, did not essentially impact female understudies towards picking building as a vocation. On the other hand they referred to Giddens (1993) who contends that companion bunch socialization tends to have significant influence in strengthening and further molding sex personality all through a youngster's school vocation.

5.3 Conclusions

5.3.1 Personal factors have a moderate to high influence on career choice among high school students as evidenced by 98% of the participants. Students were moderately to highly affected by factors such as personality, childhood dream, favorite subject, hobbies and religion. However age was found to have a low effect on students' career choices. The reason for the influence of personality might be a result of the need for people to be in need of working in an environment where they will be surrounded by other who are like them as Holland argued in (1996). The personal factors are out of the individual's control as one cannot change his personality neither can he or she change the talent. It is good for these individuals to realize their personality, hobbies, talent, childhood dreams and religions early in their lives so that they can make career choices that are in line with the personal factors so that they will move along the right career path. If the students are free to make their career choice, chances are high that they will make the choices that go along with their personality and in the end they will self-actualize as they will enjoy their professions. Many times career choices are imposed by the society where one makes a career choice to make the parents and relatives happy but that person will not enjoy that area of specialty as the personality and interests will not correlate with the demands of the field.

5.3.2 School factors highly affected the student's choice as supported by the 91.3% of the participants in the research. The teachers, talent, school, expectations of the teacher in terms of gender and academic achievement were the factors under the school factor that influenced the students most but career guidance was found to have a low influence. Students went most of their time in the school settings were the teachers teach about career choice or communicate to

students in other ways that include encouragement of certain professions at the expense of others which will have influence on the students' career choices. Some students take teachers as their role models and the teachers' influence students' career choices through their academic achievements which leads to students' self-efficacy which will make the student make career choices based on their self-efficacy.

5.3.3 Family factors affected student's career choice as all the family aspects investigated in the study. Whether one was raised with ideals of certain professions, or looking for a job that fits their adult family life, these issues need to be carefully considered. Parents may also intentionally or unintentionally push a child toward a particular career path, especially in the cases of family-owned businesses, where parents expect their children to take over the company. Still other parents apply pressure on their offspring to strive for particular high-profile careers, feeling they are encouraging their children to reach high. If the parents were uneducated or always struggling to get by financially, one may decide never to go in the same position. This may prompt one to pursue a vastly different career path, looking for stable, high-earning jobs. Likewise, if one has parents who were alcoholics and were never around when they were children, one may decide to pursue a line of work with flexibility that gives you more time with your children.

5.3.4. Peer factors showed a moderate effect on students' career choices as students want to be like those of their age and would share ideas of their prospective career paths and some would take the information further till they move into those careers. In most cases friends are listened to as some would want to conform to the group and they end up making career choices that please their friends or that will keep them in contact with their peers. However the influence of peers cannot surpass the personal and family factors.

5.3.5. Community factors highly affected the career choices of high school students. The media, portrayals and adverts both visual and audio affected the students as they made career choices based on them. More so the availability of the job in future and the type of work that is involved in a certain profession as some students do not want manual professions while others believe in that area. Geographical location also had a significant impact as the students were

exposed to different career pathways.

5.4.0 Recommendation

In light of the research findings the researcher has provided some recommendations to a number of beneficiaries namely the Ministry of Primary and Secondary Education, high school students, teachers, parents, church leaders, counselors, media personnel and future researchers:-

- There is need to revamp the career guidance programmes in schools especially in rural areas communities where there is lack of career information.
- There is need to equip influential people like parents, teachers, church leaders, media personnel and peers with correct and relevant career information for them to guide students appropriately.
- That career information should be provided early in the students' lives. Provision of career information early in life will enable students to adjust their educational and occupational aspirations based on perceptions of how much such requirements match with their own abilities and interests.
- Career guidance seminars should be held more often and in so doing students will be exposed to a wide range of career options.
- Students should be given the autonomy to make their career choices.
- Children should be allowed to pursue their own career aspirations that match with their personalities and strengths.
- Parents should not impose careers for their children as they will not enjoy the world of work. If the students are given the freedom to make their own career choices, they will not put the blame on anyone and they will work harder to develop their careers.
- The Ministry of Primary and Secondary Education should include career choices and guidance in the school curriculum so that the students have career choice related information and can make career choice decisions from an informed point of view.
- Schools and other key stakeholders should nurture the talents of students at an early age.

- Parents should identify the potential of their children and encourage them to pursue their areas of interest. Students and parents are supposed to consult professionals when planning and making career choice decisions.

5.5 Chapter Summary

In summing up this study, indeed there are many factors that affected high school students' career choices and these include the personal, school, peer, family and community factors. Based on the purpose and objectives of this research, this chapter has discussed and concluded the data obtained from the study as well as provided recommendations to a number of beneficiaries and stakeholders in the employment and education sectors.

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APPENDIX A

Career Choice Questionnaire

My name is Tinashe Chimombe and I am currently in my final year studying Bachelor of Science Honours Degree in Psychology at Midlands State University. This questionnaire seeks to collect data on the factors that affect high school students' career choice in Marondera District. The information will be used for educational purpose only.

Information provided will be private and confidential. Please Do not write your name on the questionnaire. Your participation is strictly voluntary and may be discontinued at any time. There are no penalties for not completing it. Be trustworthy in your answers.

For any information or clarification feel free to contact the researcher on 0772598797 or email at tinachimombe200@gmail.com.

Section A

Please circle ONE item for each question's response or write in the space provided

1. Male Female

2. I am the: Youngest child Middle Child Oldest Child
Only Child

3. How old are you

4. Whats your background 1 .Rural 2.Urban

5. Which economic position does your family fall under a) Lower class b) Middle class
c) Upper class

SECTION B

On a scale of one to four, please tick ONE answer that best describes your response.

1 = Strongly Disagree (SD) 2 = Disagree (D) 3=Agree (A)
4 = Strongly Agree (SA)

QUESTIONS	SD	D	A	SA
1. Background influences my career choice	1	2	3	4
2. I consider my career to be in demand course	1	2	3	4
3.I consider the financial status of family in choosing my career	1	2	3	4
4.I consider the place of my future work in choosing my career	1	2	3	4
5. I consider the type of work I will get after finishing my studies before choosing my career	1	2	3	4
6. I consider government and private schools to have different career choice influences.	1	2	3	4
7. The availability of job in the future affects my career choice.	1	2	3	4
8. My preferred career is my“ childhood dream” Work	1	2	3	4
9.My preference career choice is connected to my favorite subject	1	2	3	4
10. My preference of career choice is my personal choice.	1	2	3	4
11.Friends are/have been the greatest influence in my career choice	1	2	3	4
12.My personality matches with my career choice	1	2	3	4
13.Teachers are/have been the greatest influence in my career choice	1	2	3	4
14. My preference of career is a reflection of my talent.	1	2	3	4
15.Teachers have helped me think about careers	1	2	3	4
16.My family has helped me plan what I should be when I grow up	1	2	3	4
17.My parents had/will have the greatest influence influence in my career choice	1	2	3	4
18.The career I choose is important to my parents	1	2	3	4

19. In our family, males and females share work at home.	1	2	3	4
20. In school, we learn about different careers	1	2	3	4
21. Generally, teachers expect the same things from girls and boys	1	2	3	4
22. The media have an impact on my career choice	1	2	3	4
23. Religion influences my career choice.	1	2	3	4
24. Career choice is influenced by age.	1	2	3	4
25. My hobbies have an influence on my career choice	1	2	3	4
26. Career guidance seminars helped me in career choice	1	2	3	4
27. My peers influenced my career choice	1	2	3	4

THANK YOU FOR YOUR COOPERATION

Appendix B: Audit sheet

DATE	ACTIVITY	SUPERVISOR'S COMMENT	SUPERVISOR'S SIGNATURE	STUDENT'S SIGNATURE
18/04/15	PROPOSAL	Rework	L Manganyi	[Signature]
20/04/15	PROPOSAL	Proceed	L Manganyi	[Signature]
02/05/15	CHAPTER 1	Rework	L Manganyi	[Signature]
18/05/15	CHAPTER 1	Proceed	L Manganyi	[Signature]
05/06/15	CHAPTER 2	Rework	L Manganyi	[Signature]
25/06/15	CHAPTER 2	Proceed	L Manganyi	[Signature]
01/07/15	CHAPTER 3	Rework	L Manganyi	[Signature]
10/07/15	CHAPTER 3	Proceed	L Manganyi	[Signature]
18/07/15	RESEARCH INSTRUMENTS	Rework	L Manganyi	[Signature]
23/07/15	RESEARCH INSTRUMENTS	Proceed	L Manganyi	[Signature]
20/08/15	CHAPTER 4	Rework	L Manganyi	[Signature]
30/08/15	CHAPTER 4	Proceed	L Manganyi	[Signature]
15/09/15	CHAPTER 5	Rework	L Manganyi	[Signature]
20/09/15	CHAPTER 5	Proceed	L Manganyi	[Signature]
28/10/15	FIRST DRAFT	Proceed	L Manganyi	[Signature]
02/10 15	SECOND DRAFT	Proceed	L Manganyi	[Signature]
07/10/15	FINAL DRAFT	Submit	L Manganyi	[Signature]

APPENDIX C

Midlands State
University



Established 2000

P BAG 9055
GWERU

Telephone: (263) 54 260404 ext 261
Fax: (263) 54 260233/260311

FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY

Date...11/09/2015

To whom it may concern

Dear Sir/Madam

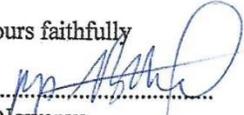
RE: REQUEST FOR ASSISTANCE WITH DISSERTATION INFORMATION
FOR...CHIMOMBE TIMASHE R122091 C
BACHELOR OF PSYCHOLOGY HONOURS DEGREE

This letter serves to introduce to you the above named student who is studying for a Psychology Honours Degree and is in his/her 4th year. All Midlands State University students are required to do research in their 4th year of study. We therefore kindly request your organisation to assist the above-named student with any information that they require to do their dissertation.

Topic: The factors that influence high school students career choice in Marondera District.

For more information regarding the above, feel free to contact the Department.

Yours faithfully


.....
F. Ngwenya
Chairperson



APPENDIX D

House No 632
Ruzawi Park
Marondera

The Provincial Director
Ministry of Primary and Secondary Education
Mashonaland Province
P.O Box 752
Marondera
Zimbabwe

24 July 2015

Dear Sir/Madam

REF: Application for authority to carry research in school in your Province specifically high schools in Marondera District.

My name is Chimombe Tinashe currently studying Bachelor of Sciences Honours Psychology 4th and I am kindly asking for your permission to carry out my study on **THE FACTORS THAT AFFECT HIGH SCHOOL STUDENTS' CAREER CHOICES IN MARONDERA DISTRICT**. My identity number is 43-154030D18, EC Number 5414836Q, student number R122091C.

Yours Faithfully

Chimombe Tinashe

APPENDIX E

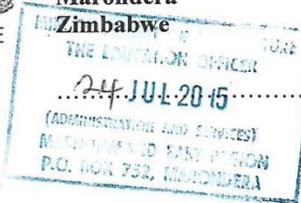
Reference: Chimombe T

E. C. No.: 5414836 Q

All communications should be addressed to
"The Provincial Education Director
Mashonaland East Province"
Telephone: 0279-24811/4 and 24792
Telex :
Fax: 079-24791



Ministry of Primary & Secondary Education
Mashonaland East Province
P.O. Box 752
Marondera



Mr./Mrs./Miss Chimombe Tinasho
632 Ruzawi Park
Marondera

PERMISSION TO CARRY OUT RESEARCH IN SCHOOL FOR EDUCATIONAL PURPOSES: MR/MRS/MISS Chimombe T E. C. NO. 5414836 Q
STUDENT I. D. R122091C HEAD/TEACHER AT Mapepe SEC SCHOOL

Reference is made to your minute dated 24 July 2015
Please be advised that permission has been granted that you carry out research work in our schools. You are accordingly being asked to furnish the Ministry with information about your findings so that we share the knowledge for the benefit of the system as well as our nation at large.

We wish you all the best and hope to hear from you after completing your project work.

C. Kadzunge

HUMAN RESOURCES OFFICER – DISCIPLINE
FOR PROVINCIAL EDUCATION DIRECTOR
MASHONALAND EAST PROVINCE
/mm

APPENDIX F

All communications should be addressed to
"The District Education Officer
Marondera District"
Telephone: 0279-23618 and 23896
Telex :
Fax:
E-mail: deomarondera@gmail.com



Ministry of Primary and Secondary Education
Marondera District Office
P.O. Box 374
Marondera
Zimbabwe

31/07/15

The Head

.....School

REF: Permission to carry out research in schools for educational purposes for T. Chimombe EC number 5414836Q, National Identity number 43-154030-D-18.

As the above matter refers

The PED cleared the bearer to carry out research in schools in our district for educational purposes.

Kindly assist

.....

Tsindikidzo S

A D.E.O Marondera District.



Appendix G

Turnitin

Page 1 of 1

Thashe Chimombe User Info Messages Student English

Class Portfolio Peer Review My Grades Discussion Calendar

NOW VIEWING HOME > PSY

Welcome to your new class homepage! From the class homepage you can see all your assignments for your class, view additional assignment information, submit your work, and access feedback for your papers. x

Hover on any item in the class homepage for more information.

Class Homepage

This is your class homepage. To submit to an assignment click on the "Submit" button to the right of the assignment name. If the Submit button is grayed out, no submissions can be made to the assignment. If resubmissions are allowed the submit button will read "Resubmit" after you make your first submission to the assignment. To view the paper you have submitted, click the "View" button. Once the assignment's post date has passed, you will also be able to view the feedback left on your paper by clicking the "View" button.

Assignment Inbox: psy

	Info	Dates	Similarity	
dissertation	①	Start 22-Sep-2015 11:38AM Due 29-Sep-2015 11:59PM Post 30-Sep-2015 12:00AM	15%	Submit View <input type="checkbox"/>
dissertation	①	Start 30-Sep-2015 10:25PM Due 31-Oct-2015 11:59PM Post 16-Oct-2015 12:00AM		Submit View <input type="checkbox"/>

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Appendix H: Marking Guide
MIDLANDS STATE UNIVERSITY
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY

A GUIDE FOR WEIGHTING A DISSERTATION

Name of Student **CHIMOMBE TINASHE** REG NO **R122091C**

	ITEM	Possible Score	Actual Score	Comment
A	RESEARCH TOPIC AND ABSTRACT clear and concise	5		
B	PRELIMINARY PAGES: Title page, approval form, release form, dedication, acknowledgements, appendices, table of contents.	5		
C	AUDIT SHEET PROGRESSION Clearly shown on the audit sheet	5		
D	CHAPTER 1 :Background, statement of problem, significance of the study, research questions, objectives, hypothesis, assumptions, purpose of the study, delimitations, limitations, definition of terms	10		
E	CHAPTER 2: Addresses major issues and concepts of the study. Findings from previous work, relevancy of the literature to the study, identifies knowledge gap, subtopics	15		
F	CHAPTER 3:Appropriateness of design, target population, population sample, research tools, data collection, procedure, presentation and analysis	15		
G	CHAPTER 4:Findings presented in a logical manner, tabular data properly summarized and not repeated in the text	15		
H	CHAPTER 5 :Discussion (10).Must be a presentation of generalizations shown by results: how results and interpretations agree with existing and published literature, relates theory to practical, implications, conclusions (5)Ability to use findings to draw conclusions .Recommendations (5)	20		
I	Overall presentation of dissertation	5		
J	References	5		
	TOTAL	100		

MARKER.....SIGNATURE.....DATE.....

MODERATOR.....SIGNATURE.....DATE.....