INFLUENCE OF SELF-EFFICACY, ACADEMIC SELF-CONCEPT AND PEER PRESSURE ON CAREER DECISION MAKING AMONG SECONDARY SCHOOL STUDENTS IN KENYA

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A Thesis Submitted in Partial fulfillment of the Requirements for the Award of the Degree of Doctor of Philosophy in Educational Psychology of Masinde Muliro University of Science and Technology

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DECLARATION

This research thesis is my original work prepared with no other than the indicated sources and support and has not been presented elsewhere for a degree or any other award.

Sign _____ **Date** 16/11/17

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SUPERVISORS' APPROVAL

The undersigned certify that they have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology a thesis entitled: **"Influence of Self-Efficacy, Academic Self-Concept and Peer Pressure on Career Decision Making among Secondary School Students in Kenya".**

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DEDICATION

To my loving children, Abel, Faith, Charity and Jemima for their inspiration and to my spouse Millicent for love and encouragement. I also dedicate this work to my late parents, Joel and Hagari whose support gave me the impetus to study.

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GLORY BE TO GOD.

ABSTRACT

Students in Kenyan secondary schools continue to face pressure on career decision making, despite thegovernment's emphasis on career guidance and counselingprogramme in schools.Thousands of school-leavers miss out on suitable career choices, because of distorted career choices. More often students make career choices in less regard to ability or talent. Existing reportsreveal that most people are employed in areas thatare neither in line with their professional training nor with their career interests. The purpose of this study was to examine the influence of self-efficacy, academic self-concept and peer pressure on career decision making among public secondary school students. Specifically, the study sought to examine the influence of: self-efficacy, academic self-concept, peer pressure on career decision making among secondary school students. Besides, the study sought to establish the relationship and differences between self-efficacy, academic self-concept and peer pressure on career decision making among secondary school students in Busia County. The study was anchored on Social Cognitive Career and Self-concept theories by Lent, Brown and Hackett, and Donald Super respectively, and conceptual framework. The study adopted correlational and causal comparative research designs. The target population was 6664 form four students, 138 teachers in-charge of career guidance and counselling and 1 County Quality Assurance and Standards Officer. The study employed purposive sampling, stratified random sampling and simple random sampling techniques. The sample size consisted of 393 participants (364 students, 28 teachers' in-charge of career guidance and counselling, and 1 County Quality Assurance and Standards Officer). Questionnaires, interview guide and document analysis guide were used to collect data from the respondents. Pilot study was carried out to establish the reliability and validity of the research instruments used in data collection. Qualitative data was transcribed and reported according to themes. Quantitative data was analyzed using descriptive statistics including frequency tables, percentages, mean and standard deviation and inferential statistics including Spearman's correlation, Multinomial logistic regression and Hierarchical multiple regression. Descriptive statistics revealed high mean and low standard deviations in variables influencing career decisions. The results of Spearman's correlation in objectives one to three showed statistically significant relationship between independent variables and the outcome variable(r_s 364) = -0.236**, p=0.001)for self-efficacy,(r_s (364) = -0.208, p= 0.001) for academic self-concept and(r_s (364) = 0.165, p=0.001)for peer pressure on career decision makingat α=0.05.Multinomial logistic regression statistical models significantly compared between comparison category relative to referent categoryhigh relative risk ratios.Hierarchical multiple regression analysis revealed that thethree independent variableswere significant, F (1,360) =13.491, p<.05) accounting for 11.5% of the variance in career decision making.Academic self-concept wasthe most important predictor of career decision making accounting for 5% of the variation. It was concluded that self- efficacy, academic self-concept and peer pressure influenced career decision making among secondary school students in Busia County.It was recommended that career guidance teachers in schools and the education office should aim at fostering strong and positive self-efficacy, academic self-concept and peer relationships among students to them over challenges faced in career decision making. It is hoped thateducation officers and career guidance teachers will use these findings to improve on students' skills in career decision making.

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ABBREVIATIONS AND ACRONYMS

The following are the abbreviations and acronyms used in the current study

ASCS Academic Self-Concept Scale

ANOVA Analysis of Variance

CDS Career Decision Scale

CDF Constituency Development Fund

CG Career Guidance

CDMSE-SF Career Decision Making Scale-Short-Form

CSSES College Student Self-efficacy Scale

DASS Devaluing Academic Success Sub-scale

DPS Directorate of Postgraduate Studies

DV Dependent Variable

FGD Focused Group Discussion

GER Gross Enrolment Rate

GoK Government of Kenya

GPA Grand Point Average

HDI Human Development Index

IDPA Inventory of Parent ad Peer Attachment

IERC Institutional Ethics Review Committee

IV Independent Variable

KCSE Kenya Certificate of Secondary Education

KCPE Kenya Certificate of Primary Education

KUCCPS Kenya Universities and Colleges Central Placement Service

KNEC Kenya National Examinations Council

LSE London School of Economics

MANOVA Multivariate Analysis of Variance

MDG Millennium Development Goals

MLR Multinomial Logistic Regression

MoE Ministry of Education

NACOSTI National Council for Science, Technology and Innovation

NBS National Bureau of Statistics

NGO Non-Governmental Organizations

OLR Ordinal Logistic Regression

PPABQ Peer Pressure on Adolescent Behaviour

PGAAP Peer Group and Adolescent's Academic Performance

PPI Peer Pressure Inventory

CQASO County Quality Assurance and Standard Officer

RCS Racial Centrality Scale

SCCT Social Cognitive Career Theory

SCG School Career Guidance

SEM Structural Equation Modeling

SPSS Statistical Package for Social Science

STCD Self-concept Theory of Career Development

TVET Technical and vocational education training

RRR Relative Risk Ratio

UNO United Nations Organization

UNESCO	United Nations Education Scientific and Cultural Organization
USA	United State of America
USAID	United States Agency for International Development
UNICEF	United Nations Children's Fund

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter discusses; background, statement of the problem, purpose, objectives, hypotheses, assumptions, scope, limitations, significance, theoretical framework and operational definitions of terms.

1.2 Background of the Study

Career decision making has become a spectacle psychological phenomenon with the advent of information technology and job competition (Wattles, 2009). The process of aligning career decision making with educational requirements has increasingly become complex with theevolution of advanced technology, the world is becoming a global village with career education requiring more attention than before (Onoyase & Onoyase, 2009). Several studies show that secondary school students all over the world encounter challenges in making career decisions (Issa & Nwalo 2008; Macgregor, 2007; Watson, McMahon, Foxcroft & Els, 2010). Individual differences and limited vocational opportunities could be responsible for career challenges.

Globally 75.8 million youth as compared to other age groups were unemployed due to career mismatch (United Nations, 2012). This tendency suggests that the world is headed to the age of unparalleled talent inadequacy which may have adverse effect on economic growth, and ultimately change the approach workforce challenges. Each individual undergoing the process of making career decision is influenced by such factors as the context in which they live, their personal aptitudes, and educational attainment (Watson *et al.*, 2010).

Prior studies have indicated that without career guidance in secondary schools, students are more likely to be insecure on career decision making (Despina, Kostas, Argyropoulou & Tampouri, 2012; Jamali *et al.*, 2015; Ikediashi, 2010; Austin, 2010). For example, International Labour Organization(ILO), (2011) attribute the inadequacy of knowledge on career decision making amongst youth to defective school curricula that do not provide for early career preparation of the learners. The International Labour Organization, further warns that forbidding job market position for youth in African nations causes anxiety thatmay become a recipe for insecurity, robbery, drug trafficking and instruments forsocio-political contest in communities where they belong.

Studies done in America showed that 20% to 60% of new students joining institutions of higher learning are usually undecided over their supposed career choices (Onoyase *et al.,* 2009; Adedunni & Oyesoji, 2013). In Lebanon, many University graduates undertake certain career paths that mismatch their college majors (Abouchedid & Goff-fouri, 2008). However, in Africa, students in secondary schools are often faced with several challenges, including lack of exposure to a broad range of occupational choices and career role models (Austin, 2010). Therefore deciding on a career is a daunting task among students (Stikkelorum, 2014).

According to Salami (2006) many youth in Nigeria make wrong career choices due to ignorance, inexperience, peer pressure, or as a result of reputation attached to certain jobs without adequate vocational guidance and career counseling. Regardless of great effort put forth by families, government agencies and non-governmental organizations, many young people still encounter difficulties in transition from the world of school to the world of work (Nykanen,

Raudaskoski, Nevalainen & Mikkonen, 2010). Perhaps peer pressure of perceived academic self-concept influences their thoughts with regard to career decisions.

Jamali, Araqi, & kalantarkousheh (2015) posits that career decision making helps individuals to confront challenges of job selection, educational field selection and university selection. Career decision making offers a framework that creates innovation, effective, and sustainable solutions to the career development challenge among youth (Savickas, 2012).Besides, Carter, Trainor, Cakiroglu, Cole, Swedden, Ditchman & Owens (2009) suggest that career counseling assist students in career decision making process while McMahon & Watson (2007) point out that the information given to a student about the available careers have a life-time consequence on the students' career choices.

The Kenya government has for long put recognizance on the need to reform school career guidance and counselling to help students in career decision making. For example, in 1971 guidance and counseling programme was implemented according to the recommendations of the Kenya Education Report (GoK, 1964). The objective of the programme was to provide academic, career awareness and personal advice to students. The Presidential Working Party on the Establishment of a Second University recommended that the career guidance be given greater priority and be developed in a manner consistent with national needs (GoK, 1981) for purpose of enhancing career decision making. The Report of the Working Party on Education and Manpower Training for the next decade and beyond recommended the decentralization of the career guidance programmes to district level, and senior teachers to be in charge (GoK, 1988).

The Commission of Inquiry into the education system of Kenya recommended that the guidance and counselling services be offered by professionally trained and mature teachers (GoK, 1999).The Ministry of Education (MoE) later established a Guidance and Counseling Unit under inspectoratedivision that was charged with the responsibility of dealing with educational and vocational guidance, and psychological counseling in schools (Ministry of Education, Science and Technology (MOEST), 2005). Despite existence of the programme butlack of government commitment in ensuring the policy was followed stalled the implementation process (Okech & Kimemia, 2012).

Career decision making has remained a constant challenge to students in Kenyan secondary schools (Maraya, 2011). Although schools have teachers in charge of career, they lack professional identity and their roles to delivery on career guidance and counseling services is limited by lack of proper training (Wambu & Wickman, 2011). The career teacher's main role is to help students fill out university application forms while very little information is provided with regard to available career options for the students upon graduation. The fact that career guidance and counselling is limited mainly to Form 4s while they are filling university forms, suggest that there is very little career guidance and counselling in secondary schools. As a result, students select college courses with little knowledge of the work environments to which these courses will lead them (Nyutu, 2007).

Lack of proper career guidance in secondary school is taking toll on university admissions every year. About one third (30%) of students applying for university admission annually fail to get placement because of unsuitable subject combination and poor career choice. They are often recalled by the Kenya University and Colleges Central Placement Service (KUCCPS) to revise

their degree choices (KUCCPS, 2015). This indicates that students lack career competencies required to enable them make wise career choices while they are in school. In 2012-2015 alone, Kenya Certificate of Secondary Education (K.C.S.E) results of a total of 13,588 students in Kenyan secondary schools shown in Table 1.1 were cancelled in over 100 examination centres by Kenya National Examination Council (K.N.E.C) because of candidates cheating in Kenya Secondary certificate examinations. The year 2015 was worst affected involving 36 centres in 16 out of 47 counties in the country (Chemweno, 2016).

Table 1.1: KCSE examination irregularities between 2012-2015

Year	2012	2013	2014	2015	Total
Students with exam irregularities	1,700	3,812	2,975	5,101	13,588

Source: KNEC, 2016

This is an indication that students in secondary schools are inadequately guided to undertake examinations with diligence and honesty. In 2012- 2015 a large number of students in 9 schools in Busia County had their K.C.S.E results cancelled by K.N.E.C due to examination malpractices (Chemweno, 2016). Report from County director of education in Busia (2016) show that between the years 2012-2015 secondary schools in Busia County posted dismal performance with an average mean score of 4.63 in KCSE as compared to other Counties in the region including Bungoma with mean score of 5.6, Kakamega, 5.5 Siaya, 5.53 and Kisumu, 5.5 as indicated in appendix VII. These reports arean indication that students don't have clear vision on career decision making or ability for students to focus on future career is influenced by students perception towards psychological challenges such as self-efficacy, academic self-efficacy, peer pressure andlack of resources.

Self-efficacy is a fundamental concept describing one's capacity to achieve (Lent & Brown, 2008; Austin, 2010; Adika, Adesina &Oriyomi, 2013). Self-efficacy is perceived to predict career decision making. Bandura (2001) defines self-efficacy as one's belief in one's ability to accomplish a task in particular conditions. He goes on to assert that people with high self-efficacy are more likely to view challenging tasks as something to be mastered rather than something to be avoided. Prior studies show that students who demonstrate greater senses of self-efficacy are more likely to confront stressful academic situations compared with individuals who have lower levels of self-efficacy (Tang, Pan & Newmeyer, 2008). Additional studies by Lent *et al*., (2008); Yuhsuan & Jodie(2015) allege that students who possess high efficacy about learning are more inclined to engage in self- regulatory processes like setting goals, self-appraisal, seeking for occupational information, planning career progression and solving problems. Conversely, individuals with low self-efficacy often experience lack of confidence toward challenging tasks.

Studies in Kenya by Ochieng (2015) on self-efficacy and academic achievement among secondary school students revealed that Kenyan secondary schools students lack sufficientsense of self–efficacy necessary to demonstrate persistence on tasks when faced with the academic challenges. Thus they do not adequately engage in career decision making. Such beliefs inculcate lack of motivation and confidence in students to invest time and effort needed to tackle career decision making issues. Therefore, there is need to examine the self-efficacy construct as a predictor of career decision making. Another variable linked to career decision making in this study is academic self-concept.

Academic self-concept is a psychological construct employed to describe ones' belief in his or her ability to achieve in academics (Lent, Sheu, & Lopez, 2011; Hormuth, 2010). Besides,

Cokley & Moore (2007); Flowers, Raynor, & Erin (2013)pointed out that students with strong sense of academic self-concept are more intrinsically motivated to learn and take pride in their academic achievement. Bacon (2011) suggests that academic self-concept is an individual's understanding and perception about oneself in academic achievement situations. This view is closely related to the way one feels about his or her ability and past experiences (Nasir & Shiang, 2012; Ikediashi, 2010).

Previous research has also confirmed that academic-self-concept serve as a predictor of academic performance and academic achievement (Choi, 2005). A study in Thailand by Huangpeng (2011) to examine the relationship between self-concept and academic achievement among students revealed that high self-concept is directly related to high academic performance. This implies that students who perform well in academics are likely to have high academic self-concept. According to Liu (2009), students with less positive academic self-concept are more likely to lack learning motivation, whose end result may be poor academic performance. This may suggest that academic self-concept and career decision making tend to affect each other. Therefore academic self-concept is credible to career decision making.

In addition, peer pressure has a significant role on influencing career decision making. Peer influence is instrumental for developing career decision making and career opportunities among youth (Naz, Saeed & Waseem, 2014). Researches indicate that peer influence shapes one's perception and attitude towards decision making (Santrock, 2005; Palos & Drobot, 2010; Bett, 2013). Further research suggests that peer motivates one to go for more challenging tasks as one compares with other peers focus on making career decisions (Naz *et al*., 2014; Falk & Ichino, 2006). Therefore peer pressure plays significant role in career decision making amongst youth. Studies conducted in Zimbambwe by Okiror & Otabong (2015); Mutekwe, Modiba & Maphosa

(2011), and in Uganda by Mukama (2010) reaffirm that peer exerts pressure that determine ones career path.

Studies that have been reviewed in this current study were mostly conducted on factors influencing career choice and on influence of gender role stereotyping in career aspiration, for example, Kaloki, (2009); Migunde (2011); Mung'ara (2011); Munyingi, (2012); Orenge (2011); Ombaba, Sindabi& Asienyo (2014); Ogutu & Odera (2011). Given that Kenyan secondary school students including those in Busia County experience career decision making dysfunctions, this study sought to examine the influence of self-efficacy, academic self-concept and peer pressure on career decision making among secondary school students in Busia County, Kenya.

1.3 Statement of the Problem

Students in Kenyan secondary schools continue to face pressure on career decision making, despite existence of career guidance and counseling in schools. Worldwide, over 75.8 million youth miss out employment due to career mismatch (United Nations, 2012).Reports by the ministry of Education (2012) reveal that most people are employed in areas thatare neither in line with their professional training nor with their career interests. Primarily, people go for what is available rather than what is in line with their personal interests, talents and skills or profession. This situation results in job frustrations, low work morale and reduced productivity. Additional reports allies fear on incompetent career guidance and unprecedented career decision making in schools that lead to hopelessness and frustration among students (Munroe, 2015; Wolters, & Daugherty, 2007). Stakeholders particularly in the employment sector have continued to raise accusing fingers on career orientation of Kenyan school leavers. This has

continued to create disharmony between the education stakeholders (parents, teachers and students). Besides, the Kenya government has for long come up with policies on reforming career guidance in schools a view to guide students in career decision making.

Report from Busia County education office (2015) raises concern on low enrolment of students from Busia County in professional degree programmes in public universities apparently due to inept career guidance and poor academic achievement in national examination. Incidences of student destructive behaviours, cheating in national examinations, dismal academic performance have been reportedly linked to that destruct career decision making among students have for years been widely reported both by informal and formal media. These reports provide evidence about the issue of career decision making among students in Kenyan secondary schools including Busia County.

The problem to be addressed therefore is what influences students' career decision making? Indeed, the situation poses a greater challenge not only to education stakeholders andemployers but also to the vision 2030 in which Kenya is expected to attain an industrialized economy driven by innovative and career competence. Therefore, this study forms the basis for examining student career decision making challenges with the intention to help students, career guidance teachers and education officers to understand issues that affect student career decision making. In this study, the researcher set to examine the influence of self-efficacy, academic self-concept and peer pressure on career decision making among secondary school students in Busia County.

1.4 Purpose of the Study

The purpose of this study was to examine the influence of self-efficacy, academic self-concept and peer pressure on career decision making among secondary school students in Busia County, Kenya.

1.5 Objectives of the Study

The objectives of this study were to:

i. Examine the influence of self- efficacy on career decision making among secondary school students in Busia County.
ii. Establish the influence of academic self-concept on career decision making among secondary school studentsin BusiaCounty.
iii. Determine the influence of peer pressure on career decision making among secondary school students in Busia County.
iv. Establish the relationship between self-efficacy, academic self-concept and peer pressure on the influence of career decision making among secondary school students in Busia County.
v. Examine thedifferences in extent to which self-efficacy, academic self-concept and peer pressure influence career decision making among secondary school students in Busia County.

1.6 Hypotheses of the Study

The following null hypotheses were statistically tested:

i. **H_O1:** Self-efficacy does not significantly influence career decision making among secondary school students in Busia County.

ii. **H_O2:** Academic self-concept does not significantly influence career decision making among secondary school students in Busia County.

iii. **H_O3:** Peer pressure does not significantly influence career decision making among secondary school students in Busia County.

iv. **H_O4:** There is no significant relationship between self-efficacy, academic self-concept and peer pressure on the influence of career decision making among secondary school students in Busia County.

v. **H_O5:**There is no significant difference in extent to which self-efficacy, academic self-concept and peer pressure influence career decision making among secondary school students in Busia County.

1.7 Justification of the Study

Recent developments in Kenyan education, especially the opportunity for free and universal basic education, have resulted in new challenges in schools and the country at large. Many students go to school without knowing what they are supposed todo and leave school without any idea of what type of jobs and career they should follow. Many school leavers today end up in the streets searching for jobs and not aware of their potential. Therefore, there is need to help young people discover their talents, abilities, interests and values by giving them occupational information to help them plan for their future careers (Godia, 2009).

Justification of the study lies in the fact that issues of career decision making affect optimal use of talents and skills required for job creation, innovation and invention in Kenya. The traditional inclination by the youth towards the white collar job as compared to self-employment is

grounded on career indecision. The glamour for university degree regardless of its productivity or job creation has accelerated joblessness so critical to the youth population (Godia, 2009). Prior studies have indicated that several youth are insecure on career decision making (Despina,*eta.l*, 2012; Jamali,*etal.*, 2015; Ikediashi, 2010; Austin, 2010). For example, International Labour Organization (2011) posits that many young people lack knowledge about the world of work due to lack of potential in career decision making at school. On the other hand, it warns that the unattractive job market outlook for youth in African nations may be a recipe social unrest and political upheavals. It is against this justification that the current study was undertaken to examine the influence of self-efficacy, academic self-concept and peer pressure on career decision making among secondary school students in Busia County, Kenya.

1.8 Significance of the study

i. It is hoped that the study findings would contribute to the existing body of knowledge on career self-efficacy, academic self-concept, peer pressure in career decision making among secondary school students.

ii. Further, these findings could help career guidance teachers and theeducation officersto put in place policies and structures that will help students improve on their self-efficacy, academic self-concept and peer pressure to enable them engage in informed career decision making while in schools.

iii. Education officers and career guidance teachers will use these findings to identify the shortcomings among students to improve their skills in career decision making.

iv. It is also hoped that education officers and teachers in-charge of career guidance in secondary schools may use the findings to improve on career guidance and counseling services for the benefit of secondary school students in career decision making.

v. The findings could be useful in stimulating further researchers interested in carrying out studies on career decision making in schools to enrich the existing literature

1.9 Scope of the Study

The study focused on public secondary schools in Busia County since theyall offer career guidance and counseling services guided by the Ministry of Education. It wasconducted between June 2016 andJune 2017 using correlational and causal comparative researchdesigns on a sample size of 393 respondents. The respondents were delimited to form four students, teacher in-charge of career guidance and counseling and CQASO. These respondents were better placed to give the required information. The study was further delimited to the influence of self-efficacy, academic self-concept and peer pressure on career decision-making among secondary school students in Busia County, Kenya.

In this study age range of the students were limited to the following; 14-15, 16-17, 18-19, 20 and above. An individual's age predicts differences in attitudes and behaviours (Winship,Christopher & David, 2008). The nature of age as a variable allowed the researcher to conduct cohort analysis or track a group of students' responses to the study variables. Age cohorts were further used by the researcher as a tool to analyze how age differences shaped respondents view on career decision making.

1.10 Limitations of the Study

i. The study was constrained by some uncooperative respondents who were not willing to give some vital information relating to career. To address this, respondents were assured that the information gathered will be handled confidentially and that was for purely academic purpose.

ii. A 5-point Likert scale used in this study had a response on undecided with a score of 3 above the responses with scores below 3. Scores of this response might have compromised the results since the undecided responses had higher score point compared to disagree and strongly disagree responses in the questionnaire.Secondly,Likert scale is subject to distortion from several causes such as avoidance of using extreme response categories, compliance bias by agreeing with statements as presented and social desirability bias where respondents might have wanted to portray themselves in a more favourable manner while giving their responses. This may have also affected the outcome of the study. This was prevailed upon by creating a large sample to reduce reliability error.

iii. Since all items of the questionnaire were based on self-reports, subjectivity was unavoidable. It was not possible to control the attitudes of the respondents. For instance, respondents may have given socially acceptable responses with the perception to avoid offending the researcher. Such may have affected the research findings. To surmount this, respondents were encouraged to be objective in giving answers since none was deemed to be more important than the other.

1.11 Assumptions of the Study

The study was based on the following assumptions:

i. First, it was assumed that all form four students had knowledge on the role of self-efficacy, academic self-concept and peer pressure and their effect on career decision making.

ii. Secondly, the study also assumed that all public secondary schools havecareer guidance and counselling teachers in place with necessary resources to provide career guidance and counselling services in schools.

1.12 Theoretical Framework

This study is anchored on theSocial Cognitive Career Theory by Lent, Brown and Hackett (2000) and Self-concept Theory of Career development byDonald Super (1990). Social Cognitive Career Theory (SCCT emphasizes self-efficacy construct while Self-concept Theory of Career Development (STCD) explains academic self-concept construct in the current study that cannot adequately be addressed by Cognitive Career Theory. Therefore the two theories have been employed to complement one another in examining the influence of self-efficacy and academic self-concept on career decision making.

1.12.1 Social Cognitive Career Theory

Social Cognitive Career Theory has been extensively used to explain vocational psychology and career-related decision making behaviour (Lent, Brown & Hackett, 2000). The Theory further describes the importance of self-efficacy in fostering an individual's motivation. The SCCT proposes that career decision making is molded by career interests, and career self-efficacy. The theory emphasizes the interactive influence of contextual factors such as family background,

type of school attended, academic self-concept and learning experienceson career development (Lent*et al*., 2000). According to this theory, self-efficacy influence one's interests and outcome, leading to one's career choice. The theory reaffirms that self-efficacy beliefs constitute the central mechanisms of one's career development. For example, individuals who are confident in their abilities to undertake particular tasks are more likely to pursue the task persistently and successfully (Lent *et al.,* 2000). The theory further emphasizes that individuals pursue occupations when they perceive will experience positive outcomes (Lent *et al.,* 2000). Therefore outcome expectations may contribute interests in career decision making. This theory is relevant for the current study because it unravel the interaction between self-efficacy and career decision making. For example, SCCT alludes to the fact that relationship exists between people's abilities to perform tasks (self-efficacy beliefs) related to career decision making and the outcome expectations, (future career decisions or career behaviour).

The theory further suggests that self-efficacy determine how individuals develop their career interest and career decision-making. For example, SCCT indicate that self-efficacy influence career decision-making because career decision requires confidence, persistence and determination. In addition, contextual factors such as peer pressure, gender and age eitherenhance or limit individuals' career opportunities, and maydirectly or indirectly predict individuals' career decision making (Turner & Lapan, 2002).

The current study is anchored on SCCT because it considers the reciprocal influence between the student's self-efficacy and contextual factors that shape career decision making among secondary school students. In conclusion, SCCT was used to provide a theoretical framework

for investigating the influence of self-efficacy, academic self-concept and peer pressure on career decision-making among secondary school students in Busia County.

1.12.2 Self-concept Theory of Career Development

Super (1990) suggested that career choice is essentially a process of developing and implementing a person's self-concept. He contended that self-concept is a product of complex interactions among a number of factors, including mental growth, personal experiences, and environmental characteristics. Super (1990) claims that self-concept as an important aspect in career development. It is built through one's mental growth, career identification and the general experience gathered. According to Super's theory, increased levels of experience and knowledge of the world around contributes to a developed self-concept thatmentally prepares one to face challenges ahead.Super further asserts that self-concept affect a person's choice of career and level of satisfaction. For instance, when an individual's career selection conforms with the person's self-concept it arouses maximum career satisfaction.

However, this theory fails to address the dynamic nature of academic self-concept that come about as a result of learning new experiences and progress through career developmental stages.For example, during career exploration stage, students cope with mental processes of understanding career interests, skills, and values to pursue careergoals consistent with theirinterest (Racho, Wambiya, Aloka & Raburu, 2014).

In conclusion, SCCT addresses self-efficacy and peer pressure while Donald Super's theory fills up the gap by addressing academic self-concept. The two theories are basically concerned with comparing self-efficacy, academicself-concept, and career decision making respectively. The proposed theories fit into the study because SCCT entails self- efficacy while Supers' theory

entails academic self-concept on career decision making. Career decision making may be influenced by several othersfactors like career aspiration of learners, peer pressure, factors within school environment and available vocational courses. The link between the variables addressed in these theories is further explained in the conceptual framework.

1.13 Conceptual Framework

The study was guided by a conceptual frame work showing the interrelationship between the independent variable and dependent variables as conceptualized by the researcher.

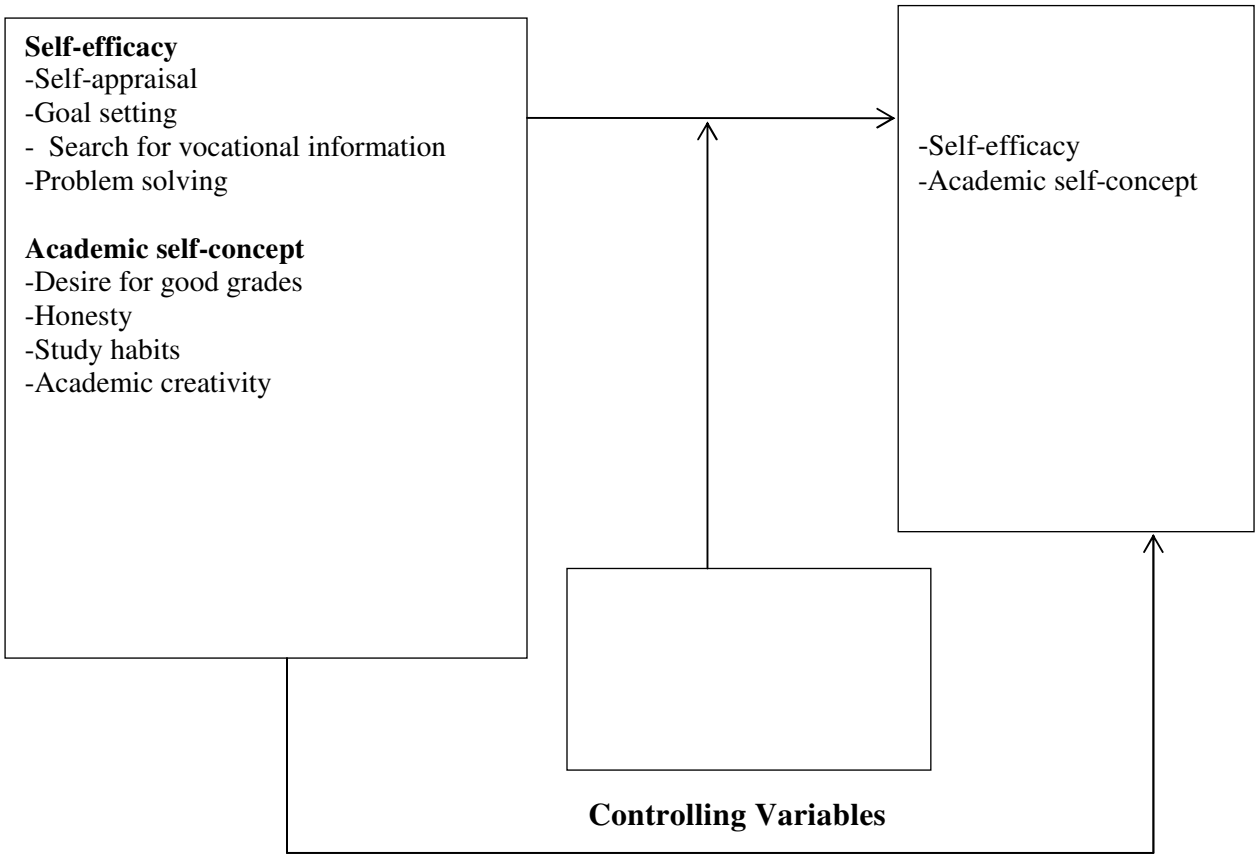

Figure 1.1: Conceptual framework

The conceptual framework of the study was developed and guided by the variables of the study. From figure 1.1 the direction of the arrows show the hypothesized direction of cause-effect relationship in the model. The purpose of using this framework was to assist readers to quickly understand the relationship between career decision making on one hand and self-efficacy, academic self-concept and peer pressure on the other. In this model, self-efficacy, academic self-concept and peer pressure was hypothesized to influence student career decision making. In this conceptual framework, self-efficacy, academic self-concept and peer pressure were the Independent Variable (IV) while the Dependent Variable(DV) was career decision making. In the relationship it was assumed that career decision making is influenced by self-efficacy, academic self-concept and peer pressure.

From Figure 1.1, the conceptual framework encompasses the input variables, output variable and the controlling variables. The researcher's own adaptation of the conceptual model shown in Figure 1.1 demonstrates the influence of IV on DVas shown by the arrows. For instance, when self-efficacy is high, it makes one to have complete confidence in career decision making by developing positive self-appraisal, set high career goals, search for occupational informationand undertake career planning and improved problem solving strategies. Besides, if the individual possess positive academic self-concept, the individual demonstrates improved study habits and stands a chance of acquiring good grades thus leading to increased career decision making. Alternatively, should the academic self-concept indicators be negative, it may lead tosetting low goals, developing negative self-appraisal, poor study habits, low motivation in class achievement and creativity, then the individual will score poor grades, experience failure, the resultant effect will be low career decision making.

As shown in Figure 1.1, it can be noted that career decision making among students can also be influenced by peer pressure due to attributes such as peer conformity, peer involvement, school involvement and misconduct. It was expected that students who manifest strong peer conformity and peer involvement mayget more focused on career decision making as compared to those with contrary attributes. However, other than the IV, it was presumed thatcontrolling variables such type of school attended, gender, age, school policy on career guidance and parental role,may impede the influence of IVon career decision making. The indicators of the study variables were included in the items of questionnaire indicated in appendix III. The effects ofcontrollingvariables were established through the use of multinomial logistic regression. Thecontrolling variables were introduced in the data analysis with multinomial logistic regression statistical model.

1.14 Operational Definitions of Terms

The following are the operational definitions of terms used in this study;

Academic self-concept: refers to the students' perceptions of their capacity to attain academic success as measured by motivation to attain good grades and pursue desired career path.

Career Decision-Making: refers to a process undertaken by students to choose a suitable career. The researcher conceptualized this toan aspectof students consulting teachers and fellow students on future career.

Co-educational school: refers to secondary schools in which male and male students learn together under one school administration

Demographic determinant: refers to gender, age and type of school of a student.

Gender: refers to a male or female student in public secondary school

Influence:refers to the way independent variables (self-efficacy, academic self-concept and peer pressure) affect, control or manipulate the dependent variable (career decision making) among students in this study.

Peer pressure: refers to the tendency of students in secondary schools to influence or encourage one another to take on a particularcareer path in order to conform to the other students' interests.

Secondary School:refers to the public schools categorized as boys, girls or co-educational.

Self-efficacy: refer to way students feel that they have personal confidence and motivation to make decision concerning their academic progression as measured by students' level of confidence.

Students: refers to the form four boys or girls in secondary schools categorized as boys, girls orco-educational school.

Variable score: refers to item in the questionnaire that were rated to be significant for use in analyzing multinomial logistics regression models.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews related literature on career decision making and related themes on self-efficacy, academic self-concept and peer pressure upon which this study is based. It highlights what other scholars have done globally, in Africa and in Kenya, on the subject of the present investigation. The literature review is organized as follows:The concept of career decision making, the concept of self-efficacy and career decision making, academic self-concept and career decision making, peer pressure and career decision making, relationship between self-efficacy and academic self-concept, relationship between self-efficacy, academic self-concept and peer pressure, demographic determinants of career decision making and summary of literature gaps.

2.2 The Concept of Career Decision-Making

Career decision making concept emanates from the study by Brown and Brooks (1990), as cited in Patton & McMahon, 2014). This study reveals that career decision making is a lifetime process of getting ready to choose and continue making choices from the many careers existing in the job market. It refers to a process of selecting a preferred career (Ghuangpeng, 2011). Making career decision is not only an event, rather it is a lifelong process that cuts across an individuals' life. According to Patton & MacMahon (2014) who also cited Frank Parsons (1909), suggested that career choices are grounded on three inclusive facts: first, an individual abilities and weaknesses; secondly, knowledge of accomplishments and forecasts in different lines of work and finally, the perception of these two groups of facts. These Parson's three

broad facts form the basis for the present theoretical approach to career decision making (Patton & McMahon, 2014). According to Inkson (2007) career decision making concept introduced varied employment policies in many countries that led people to seek better career opportunities. In recent years, career decision-making is regarded as interaction between a person and the career field influenced by forces in the career field within which decisions are made with regard to career progression (Hodkinson, 2008).

Making a career choice is a difficult task to many people and if this choice is not carefully made, it can negatively affect the future of an individual. Many career paths pose a challenge to many people (Egunjobi, Salisu, & Olufela, 2013). The choice of a career can therefore be influenced by a variety of factors which are either internal or external. Factors which influence an individual's career choice are; ignorance, gender, passion, parental/relative influence, advice from friends, school's curriculum, religion, child's upbringing, teacher's counsel, family values, prestige and societal perception.

Research conducted by Coetzee (2008) revealed that career values promote the ability to withstand challenges towards career decision-making. Further research reveals that people with a wide range of career potential are flexible to dynamics of career decision making (Converse, Pathak, DePaul-Haddock, Gotlib & Merbedone, 2012; Savickas & Porfeli 2012). Tladinyane, Coetzee & Masenge (2013) carried out a study in South Africa to examine the relationship between employees' psychological career meta-capacities and employees' retention-related dispositions. The study employed a quantitative survey with a sample of 318 employed adults at managerial and low cadre staff. Psychological career resource inventory on a six point Likert scale was used to measure the participants' self-perceived career meta-capacities. Data was collected by mailing questionnaires to participants. Canonical correlation analysis performed

indicated a significant overall relationship between psychological career meta-capacities and the retention- related dispositions. $Rc = 0.50$ ($Rc^2 = 0.25$; large practical effect; $p \leq 0.0001$); Wilks' Lambda (0.52; $p \leq 0.0001$). The findings of the study provided valuable information on career development practices aimed at retaining workers in the early stage of their career progression. The current study made use of self-efficacy scale to collect data from secondary school students. Unlike quantitative research design used in prior study, this study employed both quantitative and qualitative research approaches to allow for triangulation and validation of the findings.

In a theoretical model on the career decision-making process Esbroeck, Tibos & Zaman (2005) hypothesized that career decision-making plays key role in fulfilling career requirements. In a quantitative study of 1300 students at the London School of Economics (LSE) on the effects of culture on career decision making, Baines (2009) found that a person's passion for a career had an influence of 60% while parental role had an influence of 40% towards career decision making. In contrast, the current study investigated self-efficacy on career decision making.

Adedunni & Oyesoji (2013) studied the effectiveness of career development on irrational career thoughts among secondary school students in Nigeria. The study employed a pre-test, post-test and control group quasi-experimental design to investigate the effectiveness of career development on irrational career thoughts. The results indicated that career development was effective in reducing illogical career thoughts. However, the study also established that irrational thoughts led to indecision, anxiety and depression which negatively affected career decision-making. Unlike the previous study, the current study made use of correlational design that subjected data to rigorous statistical analysis to establish the relationship between career decision-making, self-efficacy, academic self-concept and peer pressure among secondary school students. Olando (2010) conducted research with the help of 320 undergraduate students

in Liberia to investigate factors that influence career choice. The research revealed that 65% of the students chose careers because of parental influence. This study's shortcoming was that it was descriptive, thus, data was not subjected to rigorous statistical analysis to ascertain the magnitude and direction of the impact of school staff on career choice.

On the other hand, Mghweno, Mghweno & Baguma (2013) conducted a study in Tanzania on the influence of secondary school students' access to guidance and counseling services on school life attitude towards studies and career choices. The study adopted descriptive and correlation designs with both qualitative and quantitative approaches. Data was collected using self-administered questionnaire from 152 students; and interview guides to 16 administrators and teachers directly involved in guidance and counseling services. The findings revealed that the services offered in the selected schools included: academic, health, moral, and spiritual matters. No trained counselor was found, the services offered proved to be moderately effective in influencing students' study life and effective in shaping students' attitude towards studies and career choice. Out of 152 student respondents, only 10 (6.6%) reported that they had not been counseled at any moment. Accessing the services showed significant correlation with students' attitude towards studies and career choice (p= 0.00 at α = 0.05). Likewise, significant relationship was observed between students' attitude towards studies and career choice (p= 0.015 at α = 0.05). It was concluded that accessing guidance and counseling services has an effect in shaping students' attitude towards studies and career choices. Whereas, prior study investigated the role of guidance and counseling services on school life attitude towards studies and career choices, the current study put emphasis on the relationship between self-efficacy, academic self-concept and peer pressure on career decision-making among secondary schools students in Busia County. The current study targeted form four secondary school students only.

As candidates they were expected to be have been taken adequately through career decision making as compared to their counterparts in lower forms. Thus were expected to hold valuable information to this study. The previous study also investigated attitude on studies and career choice while the present study focused on career decision making as a dependent variable.

2.3 Self-efficacy and Career Decision Making

Self-efficacy describes a person's self- confidence or self-perception of skills and abilities to organize execute and regulate performance in a given domain. This concept reflects an individual's innermost thoughts on perceived confidence essential to perform task effectively (Bandura,*et al*., 2001; Lent & Brown, 2008). This is based on the precinct that individuals are typically motivated towards certain behaviour by perceived self-efficacy, rather than by objective ability. An outstanding aspect of self-efficacy is task specific, meaning that a person can have high self-efficacy in one area, but low self-efficacy in another area (Sharma & Nasa, 2014).

(Prior studies indicate that self-efficacy is positively related to career decision making (Jones, Paretti, Hein & Knott, 2010; Liem *et al*., 2008; Pampaka, Kleanthou, Hutcheson, & Wake, 2011; Loo & Choy 2013; Purzer, 2011). Students with high sense of self-efficacy will be more directed in career decision making because it influences the choices learners make and the courses of action they pursue (Hodges, 2009).This argument is corroborate with the views of Lent (2000) in social cognitive theory that self-efficacy foster's individual motivation to undertake a particular task. In the current study, the task is career decision making. More likely, students may differ in their quest for career decision making due difference in self-efficacy capacity.

According to Sharma & Nasa (2014) self-efficacy is anchored on four main sources: enactive mastery experience, vicarious experiences, verbal persuasion and physiological and affective states. Mastery experience refers to judgment of competence with regard to previous fulfillment in related tasks (Usher & Pajares, 2009; Sharma & Nasa, 2014).Vicarious experience is regarded as the observation of actions of ones attainment in related tasks in comparison to the skills necessary in completing a task. Social persuasion denotes the feedback or appraisals from significant others about engaging in related tasks. It serves to reinforce feelings of effectiveness when faced with challenges. Verbal or social persuasion serves to reinforce feelings of worth when confronted with contests. Finally, emotional arousal refers to state of anxiety one experiences while performing a particular task. The four main sources of self-efficacy interact to affect one's career decision making. However, the current study focuses on interactive nature of self-efficacy sources on career decision making(Usher *et al.*, 2009; Michaelides, 2008). The current study investigated on self-efficacy as compared to sources of self-efficacy.

Loo & Choy (2013) carried out a study to examine the correlation between the four sources of self-efficacy (mastery experience, vicarious experience, social persuasion, emotional arousal) and academic performance among engineering students in Singapore. The sample size consisted of 178 third year students (129 males and 45 females) aged 19 and 25 years that were selected by the use of simple random sampling. A questionnaire comprising of 40 items on sources of self-efficacy were employed as a means of collecting data. The findings revealed that self-efficacy sources were correlated with mathematics achievement scores as well as cumulative grant point average of electronics-related engineering diplomas. More importantly, mastery experience was found to be the main predictor for academic achievement of mathematics and related engineering modules. This study did not use career decision making scale and secondly

the sample size consisted of students in post-secondary learning institution as opposed to the current study. The current study made use of correlation and causal comparative research design for purpose of drawing correlation between IVand DV.

Studies in career development have shown significant correlation between self-efficacy and career decision making (Phan, 2012; Pampaka *et al.*, 2011; Louis & Mistele, 2011). These studies have shown that regardless of age, gender, domains, disciplines and countries, a student with higher sense of self-efficacy will achieve better academic performance thus better career choice. For example, in a research done in United States, Louis & Mistele (2011) postulated that self-efficacy was a good predictor of the academic achievement despite the differences in levels of self-efficacy by gender in students taking mathematics and science. Whereas the previous empirical studies dwelt on self-efficacy and academic performance, the current will focused on self-efficacy and career decision making among secondary school students.

Inanother study done in Singapore by Liem*et al.*, (2008) on self-efficacy, task value and achievement goals among secondary school students, also found self-efficacy to predict achievement goals such as career decision making. These studies are in agreement with a study done by Liao, Eldin & Ferdenzi (2014) which revealed that high self-efficacy belief promotes hard work. However, when self-efficacy is low, individuals avoid new tasks that may require learning new skills.

A study conducted in United States of America (USA) on the relationship between self-efficacy and persistence among students found that self-efficacy in academic achievement affected students' persistence indirectly through extrinsic motivation (Liao *et al.*, 2014). Another study in USA on self-efficacy revealed that students choose to engage in or avoid certain tasks

influenced by their competence in accomplishing the tasks (Austin, 2010; Gushue & Whitson 2006). The study also concurred with Sharma & Nasa's (2014) argument that students with high level of self-efficacy are more self-confident and have positive attitude towards future career. In contrast, the present study investigated between the relationships of variables influencing career decision making.

Empirical studies have shown self-efficacy as an influential variable in career decision making. Yuhsuan & Jodie (2014) examined the relationships among self-efficacy, coping, and job satisfaction on a sample of Taiwanese nurses using a Structural Equation Modeling analysis. The purpose of the study was to examine whether coping mediates the relationship between self-efficacy and job satisfaction. The findings revealed that higher self-efficacy was associated with higher job satisfaction. The study concluded that higher self-efficacy leads to higher confidence which assists in handling problems more efficiently. As a result, they are more likely to achieve desirable goals that could lead to a greater sense of accomplishment and greater satisfaction with their jobs (Lent & Brown, 2008). This study was conducted on job satisfaction amongst employed nurses while the current study was on career decision making among secondary school students in Kenya, whose conceptualization of career choice is about employability as compared to Taiwanese. In this study controller variable in the conceptual framework were tested against the IV and the DV. Whereas the prior study was on self-efficacy and job satisfaction, the present study investigated self-efficacy on career decision making.

Crisan & Turda, (2015) conducted a study on the connection between the level of career indecision and the perceived self-efficacy on the career decision-making among teenagers. The study was conducted on a sample of 160 college students. Participation in investigation was

voluntary and anonymous. The variables investigated in the study were self-efficacy on career choice decisions. Self-efficacy in career decision making was measured using self-efficacy scale in career decision. The results revealed a significant positive correlation (r (26) *p*= 0.114) between self-efficacy on making career decisions. One of the limitations of this study was that the samples of participants included in the study were students from a single school and therefore the results lacked sample representation to generalizing the findings to other population. The current study took into consideration a large sample size obtained from random sampling of respondents from several secondary schools.

Self-efficacy is influenced by both individual variants such as gender and contextual factors such as family background and learning experiences (Tang *et al.*, 2008). Research has shown that high levels of confidence in self-efficacy are related to positive career behavior among individuals (Ojeda, Huang, Gee & Lee, 2006). In addition, career self-efficacy has been found to be inversely related to limited vocational alternatives, career indecision, vocational identity, and career exploratory behaviour (Chaney, Hammond, Betz & Multon, 2007). For instance, a study on the relationship between career decision and self-efficacy in mathematics and science, self-efficacy significantly predicted mathematics and science career-related intentions (Austin, 2010; Byars- Winston & Fouad, 2010). Contrary to the past studies, that examined career behaviour and self-efficacy, the current study focused on influence of self-efficacy and career decision making among students. In the current study the researcher compared the role of controller variables such as gender, age and type of school attended on the dependent variables.

Bounds (2013) carried out a study to examine the differences in career decision self-efficacy and academic self-concept between high and low achieving African American high school

students. The study consisted of 104 student participants. Research hypothesized that students with higher levels of academic achievement demonstrated higher levels of career decision self-efficacy. The results revealed insignificant difference in career self-efficacy and academic achievement. The limitation of this study was that it made use of a small sample size of 104 respondents as compared to 364 student respondents used in the current study. Further exploration in the research is needed on how these results would be applicable to the Kenyan secondary school students. The study employed a non-experimental quantitative research design conducted when variables of interest cannot be controlled by the researcher. Nevertheless, the current study employed correlational research design with a large sample size of 393 respondents, representative enough for generalization to the target population.

In another study to determine the impact of the big five personality factors on career decision self-efficacy, Bullock, Andrews & Buzzetta (2011) employed a sample of 322 African American undergraduate college students. The results of the study found all the big five personality factors to correlate with career decision self-efficacy. Nevertheless, conscientiousness and extraversion were the most robust predictors of career-related self-efficacy. The study unraveled the role of personal factors in career decision making. The current study examined the influence of self-efficacy on career decision making among secondary school students. The present study was anchored on social cognitive and self-concept career theories to investigate their link with career decision making unlike the previous study that dealt with the big five personality dimensions.

A study conducted in Spain by Ortega, Olmedilla, Baranda & Gómez (2009) investigated the relationship between the levels of self-efficacy of the players in Basketball game. To evaluate

the levels of self-efficacy, a questionnaire was administered to 187 players from the under-16 age category. The results revealed that players with high levels of self-efficacy presented higher values in performance and participation than the players with low level of self-efficacy. Whereas this study was on self-efficacy in basketball game as a special entity, the current study focused on career decision making in relation to students personality characteristics such as self- efficacy and academic self-concept. The current study was confined to form four students who are in their final year of secondary education unlike the previous study that focused on students engaged in game ball at school.

Prior studies conducted by Adeyemo, 2007; Bembenutty, 2007; Campbell, 2007; Elias & MacDonald, 2007; Hsieh, Sullivan & Guerra, 2007; Kek, Darmawan & Chen, 2007; Klomegah, 2007; Vuong, Brown &Tracz, 2010) on the relationship between self-efficacy and academic achievement of students at different levels of education, have consistently revealed that students with strong self-efficacy beliefs realize higher academic achievement than their counterpart with low self-efficacy beliefs. For example a study by Vuong*et al.*,(2010) on the effects of self-efficacy on academic success with a sample of 1,291 college sophomores recruited from 5 of the 23 California State University campuses, established that self-efficacy beliefs had a significant and positive effect on the academic achievement of students, as measured by Grade-Point-Average (GPA). Another prior study by Turner, Chandler & Heffer (2009) with a sample of 264 (172 females and 92 males) undergraduate students at a university in southwestern USA also found that self-efficacy positively and significantly predicted academic performance. The scope of this study was on university students while the current study focused on students in secondary schools. Whereas the prior study focused on academic achievementand

academic performance, this study goes further to examine self-efficacy on career decision making which by extension is linked to academic achievement and academic performance.

Similarly, Adeyemo's (2007) study with a sample of 300 undergraduate first and second year students at the University of Ibadan, Nigeria, found a significant and positive effect on academic achievement and self-efficacy. Adika, Adesinaand &Oriyomi (2013) conducted a study in Nigeria that investigated career self-efficacy, achievement motivation and organizational commitment to conflict preventive behaviour of lecturers. The participants were 300 lecturers (149 male and 151 female) randomly sampled from four tertiary institutions in Oyo state of Nigeria. Multiple regressions (R) and multiple correlation square (R^2) were used to determine the predictive values of each of the variables. The result showed that self-efficacy and organization commitment significantly correlated with conflict preventive behaviour (r = .211 and .243, $p< 0.05$ respectively) as compared to achievement motivation. The current study investigated the relationship between self-efficacy on career decision making among students in secondary schools in Busia County. This study employed inferential statistics of regression modeling to establish correlation between the IV and DV. The current study used a sample of secondary school students unlike a sample of university lecturers who participated in prior study.

Abesha (2012) conducted a study on academic self-efficacy, and achievement motivation on the academic achievement of university students in Ethiopia. Data on academic self-efficacy and achievement motivation was collected through self-report questionnaires from a sample of 2116 (763 females and 1353 males) undergraduate first year students. Multi-stage cluster random sampling technique was used. StructuralEquation Modeling analysis and one-way Multivariate

Analysis of Variance (MANOVA) was employed to test the hypothesis. The results of SEManalysis indicated a significant and positive direct effect on self-efficacy and academic achievement while the results of MANOVAshowed that there were no significant differences among female and male students in their self-efficacy and achievementmotivation. The findings also showed that undergraduate first year universitystudents in Ethiopia who participated in the present study had high academic self-efficacyand achievement motivation but low academic achievement. The study involved self-reported questionnaires from a sample of 2116 participants. The limitation might have been unreliability arising from handling of a large sample size. In the current study reliability was affirmed after subjecting to the research instruments to pilot study and confirmatory factor analysis. The current study made use of use purposive, stratified and simple random sampling techniques unlike the use of multi-stage cluster sampling technique.

A study by Ndiewo (2016) examined the influence of academic self-efficacy on academic performance. The sample size was 407 students. The researcher used purposive sampling to select 12 form four class teachers. The researcher administered questionnaires and interviews to establish levels of learners' self-efficacy of the selected students. Content validity of the research instrument was enhanced through a pilot study while reliability was determined by internal consistency in which coefficient alpha of = 0.777 was obtained. Data was analyzed using Pearson product moment correlation. A statistical significant relationship ($r = .139$, $p \leq .05$) was found between academic self-efficacy and academic performance of secondary school students. Since findings in the previous study indicated weak positive relationship, the current study was undertaken to determine change in the strength and direction of the relationship between self-efficacy and career decision making.

Despite the strengths of these prior research studies, there are some notable gaps in research on self-efficacy and career decision making. First, the majority of prior studies focused on samples drawn from colleges and universities. This makes it difficult to judge the widespread relationship between self-efficacy and career decision making, given that secondary school level is a stage where more emphasis is placed on career planning. Few Studies have examined moderators of the association between self-efficacy and career decision making, and none have examined demographic variables as moderators. Self-efficacy and career decision making among Form Four secondary school students was hoped to provide adequate information since they have had adequate exposure on careers as compared to their counterparts in lower classes. Further quantitative research is needed on larger sample populations that consist of secondary school students from various school backgrounds. The current study, therefore addresses these research gaps. It is therefore critical to examine the influence of self-efficacy on career decision making among secondary school students.

2.4 Academic Self-Concept and Career Decision Making

Academic self-concept refers to the way an individual visualizes his or her academic capability as compared to other individuals (Hormuth, 2010). Academic self-concept can also be explained as specific attitudes, feelings, perceptions and beliefs about one's intellectual skills, regarding an academic situation (Bakari & Balarabe, 2013). Besides, Pehlivan & Köseoğlu (2010) asserts that academic self-concept and academic achievement complement one another.

Bacon (2011) conducted study on a sample of 101 African American sixth and eighth-grade students in eight counties of Dallas state in the USA to examine the relationship between academic self-concept and academic achievement. Data was collected using Academic Self-

Concept Scale (ASCS). The questionnaires had low response rate of 101 (19.42 %) out of 520 questionnaires mailed out to respondents. Data was analyzed by correlating the global scores of the ASCS and cumulative grade-point average (GPA). Results of the study revealed that the relationship between academic self-concept and academic achievement was statistically significant (r =.35, P=.01). Response rate of only 19.42 % was too low to guarantee sufficient representative fraction of the target population. In addition, using a Likert scale some scores were arranged in an ascending order while others were arranged in a descending order, this created confusion during analysis. In the current study 100% response rate was attained because the researcher administered the questionnaire directly instead of mailing to respondents. The present study focused on academic self-concept on career decision that has not been covered in the prior study. Whereas the previous study employed quantitative approach, the current study made use of both quantitative and qualitative approaches for the purpose of complementarity of data findings.

Prior studies point out that academic self-concept is formed through experiences acquired from the environment and interactions with significant others (Awad, 2007; Tan & Yates, 2007). Academic self-concept not only affects student's academic achievement but also engagement and persistence in classroom activities. Cokley & Moore (2007) alluded that students who possess a strong sense of academic self-concept are more motivated to learn, which in turn leads to satisfactory academic outcomes. However, according to Jackson, Kacanski, Rust & Beck (2006) poor academic performance is a threat to self-concept which in turn elicits self-projective behaviour such as degrading and disbelief in one's academic endeavours or career choice. This perception of academic achievement could also have impact on overall career decision making. For instance, Cokley, McClain, Jones & Johnson (2012) conducted a correlational study

consisting of a sample of 96 African American high school students from urban areas on academic misidentification and psychological factors affecting academic achievement. The study employed Racial Centrality Scale (RCS), Devaluing Academic Success Subscale (DASS), and the Academic Self-Concept Scale (ASCS). The findings revealed that academic misidentification was seen in male students than in female students. One of the limitations of this study was the small sample size used to collect data could have high likelihood of internal unreliability, unsuitable to generalized findings. The present study applied modified academic self-concept scale to participants from developing nation unlike the prior study whose participants were drawn from developed nation.

On the other hand, Evans, Copping, Rowley & Kurtz-Costes (2011) point out that male students express low academic self-concept while female students exhibit high academic self-concept when reprimanded for poor academic achievement. As a result, the relationship between academic self-concept and academic achievement significantly decreases for the male students and increases in female students. The current made use of both quantitative and qualitative approaches to explore the correlation between variable influencing career decision making.

Research by Wang & Neihart (2015) in Singapore on academic self-concept among exceptional students showed positive correlations between academic self-concept and academic achievement. The research employed qualitative study approach consisting of six male students as participants. An in-depth, semi structured interview was used for data collection. The limitations of the study were the use of semi structured interviews for data collection as compared to self-report. Another limitation was the use of small sample of only six boys as participants that could raise bias in reporting. The current study adopted correlational research

design and employed a larger sample size of 364 male and female students to investigate the relationship between academic self-concept and career decision making process. Gender of students was used as a control variable on the data analysis with multinomial logistic regression.

Another study on a survey of the relationship between self-concept and career awareness amongst secondary school students was conducted in Malaysia by Nasir & Shiang (2012). The sample size of the respondents was 165. They were children with an average age of 12 year in the seventh year of study. Piers-Harris children's self-concept scale was administered as the research tool to measure the students' self-concept while career awareness was tested using the career awareness inventory. Data was analyzed using Pearson Correlation Coefficient. The results indicated the existence of a positive and significant correlation ($r = .325$, $p<.05$) between career awareness and self-concept among students. The study also revealed that students with higher self-concept also had higher levels of career awareness. It was also revealed that self-concept is dependent on a person's social interactions towards his or her surrounding environment. Whereas this study sampled learners aged twelve years studying in year seven, the current study focused on career decision-making among secondary school students who were preparing for post-secondary career progression.

In Ghana, Affum-osei, Adom, Barnie & Forkuoh (2014) investigated the relationship between achievement motivation and academic self-concept of high school students. Descriptive research design was used. The study involved a sample size of 120 secondary school students. Self-concept scale was administered on a sample to assess their self-concept. Pearson product moment correlation co-efficient statistical test was used in data analysis data.The results revealed that a very strong significant relation existed between students' self-concept and academic achievement ($r = .72$, $p< 0.01$). This means that as students' self-concept increases the

academic achievement also increases. The study confirmed the importance of academic self-concept to academic achievement and recommended that stakeholders in education should assist students to enhance their self-concept to improve on their academic performance. This study focused on career unlike achievement.The present study aimed at corroborating these findings, on a sample of secondary school students from Busia County, Kenya.Besides, a study on education and its influence on students' career choice by Arudo (2008) in Northern Nigeria, found that students believe that their academic achievement influenced the choice of career.The limitations of these studies were that they focused on academic achievement while the current study pays attention to career decision making as a dependent variable.

Further, a study conducted by Ikediashi (2010) in Imo state, Nigeria on self-concept and academic achievement revealed significance difference between the self-concept and academic achievement. Limitation of the study was that it focused on a sample of delinquent and non-delinquent students. The current will focus on students regardless of their mental of physical challenges. This makes it difficult to generalize the findings to secondary school samples that may be at different developmental levels in terms of academic self-concept and career decision making. Also, the salient features of academic self-concept may be more different among secondary school students as compared to students in rehabilitation schools. The present study involved form four secondary school students in Kenya from boys, girls and co-education schools. There are students who are candidates for Kenya national examinations that determine their future career placement in post-secondary education. The target population in Kenya demonstrated sharp difference with that selected in Nigeria.

In Kenya, a study by Muchera, Dixion, Hartley & Hardin (2010) conducted a study on the relationship between academic self-concept and academic performance in mathematics and

English among students. The participants were 1007 girls and 983 boys. The results of univariate analysis showed significant differences between boys and girls on academic self-concept and academic performance in mathematics and English. However, girls performed better than boys in mathematics, whereas performance in English was not significant. The conclusion was that overall student performance in English and mathematics was related to perceived academic self-concept. The present study focused on academic self-concept on career decision making unlike the previous study which investigated academic self-concept and academic performance in mathematics.

Similarly, Racho*et al., (*2014) conducted a study on relationship between career awareness and career decision making in Marsabit County.Using linear regression analysis, the findings showed no linear relationship between career awareness and career decision making among students. This implied that the relationship between the dependent variable (career decision making) and the predictor (career awareness) was not just due to distribution through random sampling. The focus for the present study was on career decision making although academic performance prepares the underlying foundation for career decisions.

Nyaga (2016) carried out an ex post-facto research design on non-formal primary school pupils in Ruaraka division, Nairobi county, Kenya to investigate predictors and outcomes of academic self-concept. Surveys were administered to 367 pupils from non-formal schools. Stratified, systematic and purposive sampling techniques were used in the selection of schools and participants. Research instruments included questionnaire, document analysis and academic self-concept ladders. Carl Rogers' theory of personality development formed the theoretical framework. Pilot study of the questionnaire was conducted on 30 pupils from two schools. Simple regression analysis was employed to analyze the data. The results revealed that pupils'

perceptions of teachers' expectations, academic buoyancy and internal/external frame of reference were statistically significant in predicting academic self-concept (β=.32, *t*=6.45, *p*<0.05) with a constant of 1.905, (β=.38, *t*=7.79, *p*<0.05) with a constant of 1.963 while (β=.73, *t*=20.15, *p*<0.05) with a constant of .512 respectively. Further, significant gender differences were found between boys and girls in academic self-concept, *t*=2.75, *df*=353, sig. (2-tail=.006), *p*<0.05, but there were no significant gender differences in academic achievement between boys and girls: *t*=.97, *df* =348, sig. (2-tail=.33), *p*>0.05. The current study was conducted among secondary school students and used correlational and causal comparative research design while collection of data was through the use of triangulation methods includinga self- administered questionnaire, interview and document analysis guides.

In Kenya, Kwena (2007) carried out a study to investigate factors that influence academic self-concept of primary school pupils in Bondo Sub-county. The study adopted ex post-facto research design. Respondents were selected using stratified sampling technique. The findings revealed that girls in lower classes had higher academic self-concept than boys in higher classes. In a related study on academic self-concept of 200 talented and gifted girls in Mukumu Girls high school in Kakamega County by Andabwa & Poipoi (2012), revealed that self-concept was high in mathematics among talented girls. Whereas thepast study focused on academic self-concept talentsand academic achievement, the current study aimed at examining the influence of academic self-concept in career decision making involving form four secondary school students in boys, girls and co-educational school categories in Busia County.

2.5 Peer Pressure and Career Decision Making

In contemporary society, peer group influences have become increasingly pronounced and studies have shown that adolescents were more likely to increase behaviour that receives peer

group approval (Clark & Loheac, 2007). Changes in the family roles and structures have greatly reduced the quality of time families spend together thus making peer groups a viable alternative for the youth interaction (Clark & Loheac, 2007). Study by Schneider (2010) found out that peer groups affect adolescent decisions on many issues including career decision making. A study by You (2011) on peer influence on student academic engagement indicated an excellent fit with the sample data of ($Z2$ =89.052, *df* =9, NNFI= .99, RMSEA=.018). Structural equation modeling (SEM) was used to assess the hypothesized structural relationships among latent variables. Results from this study indicated that peers have an important influence on the behaviour and development of adolescents. The current study used Spearman's correlation and multinomial logistic regression to analyze data.

Another study on the relationship between levels of peer pressure and self-efficacy expectations among adolescents by Kiran (2012) with 546 high school students showed significantly negative relationships between peer pressure and academic self-efficacy expectations in adolescents. Moreover, findings also revealed that adolescents who were experiencing low levels of peer pressure had higher academic self-efficacy expectations. Whereas this study was conducted on the relationship between levels of peer pressure and self-efficacy expectations among adolescents in developed nation, the current study examined the influence of peer pressure on career decision making among secondary school students in developing nation.

Peer influence plays an important role in the academic achievement of adolescents. Peers exert extraordinary influence over each other particularly with regard to academic aspirations and attitudes towards school (Gara & Davis, 2006). This study agree with Farmer's (2010) who alluded that young people learn to evaluate themselves through judgment by their peers and learn to control their aggressive reactions in the interest of fitting with others. In contrast,

Palmer (2008) argue that peer pressure helps to establish norms of behaviour and culture that manifests itself in aspects like language, dress, hairstyle, sports, and career choice.

According to Tutamwebwa (2006) peer pressure leads one to be like other peers, while at the same time strive to be independent. Conversely, Kram & Lynn (2011) asserts that peer relationships offer a degree of mutuality that enables both individuals to experience being givers as well as the receivers of these functions. In a peer relationship both assume similar kinds of roles. This mutuality appears to be critical in helping individuals during their careers to develop a continuing sense of competence, responsibility, and identity as experts.

Slaten & Baskin (2013) conducted a qualitative study examining the role of peers and family belongingness on career decision-making difficulties of young adults in the USA. The purpose of this study was to examine a hypothesized model predicting the relationships between career decision-making difficulties and peer and family belongingness. The participants were 436 undergraduate students from Midwestern University who completed measures of belongingness, psychological distress, academic motivation, and career decision-making difficulties. The researchers hypothesized that peers and family belongingness was indirectly associated with career decision-making difficulties. The study revealed significant differences between peer belongingness ($F= 19.43$, $p< .01$) and career decision making difficulties ($F= 67.03$, $p<.01$). Significant differences between peers and family belongingness suggested that students who had declared their preferred career path experienced greater sense of belongingness to their peers than their non-declared counterparts. Descriptive and inferential statistics were applied in the current study. This was expected to yield different results as compared to the previous study.

However, according to Padilla-Walker & Bean (2008) peer belongingness enhances an individual's ability to make a career decision, while belonging to another peer group may detract from career decision making. This finding is contrary to previous research that indicated peer relationships have a significant impact on emotional distress (Newman *et al*., 2007). The present study was meant to establish influence of peer pressure on career decision making among Kenya secondary school students from diverse cultural orientation. Therefore the findings are most likely to reflect a contemporary job situation in Kenya.

In Pakistan, Nawaz & Gilan (2011) conducted a research on the relationship between parental and peer attachment bonds with career decision making self-efficacy among adolescents and post-adolescents. The research consisted of a sample of 300 males and 250 females recruited from different government colleges and universities in Islamabad, Pakistan. The inventory of parent and peer attachment-R (IPPA-R) was used to measure the level of parental and peer attachment bonds, and the career decision-making self-efficacy scale-short form (CDMSE-SF) to measure career decision making self-efficacy. Significant positive relationship was found between peer attachment bonds with career decision-making self-efficacy. When the relationship of peer attachment bonds and career decision making self-efficacy was investigated separately for males and females, no difference was found. The study concluded that peer attachment bonds contribute in predicting career decision making self-efficacy, although parental influence seems stronger than the peer influence. In the current study, parental and attachment bonds were not studied. However, the focus was on peer pressure and career decision making. A modified peer pressure inventory was used to develop the questionnaire.Nevertheless, research conducted by Choi *et.al,* (2012) that sought to find out the relationship between career decision making and peer support. The results found statistical

significant correlation between peer support and career decision-making. The findings further demonstrated that personality aspects can play a key role in career decision-making. This prior study emphasized on peer support while the current study was delimited to peer pressure.

Another research was carried out by Arab, Gohar, Waseem, Nasim, Iron & Nasar (2014) in Pakistan on 100 university students. The study hypothesized that peers and friends are more pivotal in career decision making process of an individual. The study revealed that peers and friends dominate in academic choices and career decision making process. The information illustrates that peers and friends have a positive role in selection of subjects, selection of a class, selection of laboratory, library and books and facilitation in homework and co-curricular activities owe much influence of their peers and friends. The statistics regarding career decision making show that peers and friends help in career decision making, selection of job and employment opportunities. While the current study sample secondary school students, prior study sampled university students.

However, in a study of career choice of Nigerian youth by Salami (2006) found that many youth make wrong career choices due to peer pressure and advice from friends. In addition, Shumba & Naong (2012); Oak (2009) found out that adolescents were easily influenced by their peers because they rely on their friends to provide guidance on career decisions. Adesoji (2010) investigated peer group pressure as a determinant of adolescents' social adjustment in Nigerian schools. The study employed a descriptive survey design. The population of the study consisted of senior secondary school students with a sample of 120 students aged between 13 and 19 years. The study used stratified sampling technique and self-designed questionnaire. The results of the analysis showed that peer group pressure among adolescents was related to their social

adjustment. This notwithstanding, the present study made use of correlational research design. Student respondents were selected through stratified and simple random sampling technique that reduced biasness and gave every participant equal opportunity to participate in the study.

Some research findings have been inconsistent with the peer influence on career decision making. For instance, a descriptive research design study by Natalie (2006) in NorthAfrica, the results showed that adolescents' career choices were influenced by their parents' aspirations and expectations. Similarly, Olando (2010) found out that undergraduate students in Liberia chose careers because of their parents' influence. According to Hewitt (2008), some students chose careers on the basis of their passions as compared to peer pressure. The present study focused on the relationship between peer pressure and career decision making among secondary school students using correlational research design.

A descriptive study by Adeniyi & Kolawole (2015) examined theinfluence of peer pressure on adolescents'social behaviour among secondary school students in Amuwo-Odofin local education district of Lagos State in Nigeria.A sample of 100 participants (50 male and 50 female) was randomly selected from five co-education secondary schools. They were aged between 12 and 18years with a mean age of 15years. Peer pressure on adolescents' behaviour questionnaire (PPABQ) with a 20-item questionnaire on a four point Likert-type scale was used to collect data. The test retest reliability was applied on the instrument. The findings of the study confirmed the hypothesis being tested that there is no significant influence of peer pressure on social behavior, self-concept and gender. This finding concurred with an earlier study on peer influence relationships in adolescents conducted by (Kiran, 2012). In the present study, data was collected using scales that were modified to suit the study population and sample size was large enough to reduce sampling errors that characterize small samples.

Bankole & Ogunsakin (2015) conducted a study to establish the influence of peer group on the academic performance of secondary school students in Nigeria. A sample 225 secondary school students were randomly selected from five co-educational secondary schools for participation in this study. Peer group and adolescent's academic performance (PGAAP) questionnaire was employed for data collection. The Independent t-test and Spearman's correlation co-efficient were used to test hypotheses. The findings revealed that peers age cohort and gender has significant influence on academic performance of secondary school students (t (198) = 7.747, p< .05), and (t (198) = 0.681, p< 05) respectively. Besides, peers relationship and peers pattern of socialization have insignificant influence academic performance of secondary school students (R (4) = 0.15, p>. 05), and (R (4) = 0.6, p> .05) respectively. Finally, peers religion affiliation have no influence on the academic performance of secondary school students (R (4) = 1.00, p> .05).The results implied that an age, gender and religious difference does not matter in determining academic performance among secondary school students. The result further suggest that peers relationship and socialization, have a great influence in determining academic performance of secondary school students. The current study made use of regression model tests of correlation like Spearman's correlation to subject data to rigorous statistical analysis.Unlike socialization and academic performance, the present study was limited to peer pressure and career decision making.

Some studies in Kenya show that secondary school students' perception for peer pressure on career decision making varies with school type. For instance, a study by Kala (2015) to investigate peer influence on career choices among secondary school students in Mombasa Sub-county found that peer pressure influenced career choice. Descriptive survey design was employed in the study while data was collected with use of questionnaire and the interview

guide. Descriptive statistics such as means and percentages were used to analyze data. There was need to conduct a study using casual comparative research design to find out the whether there was a relationship between peer pressure and career decision making in another Kenyan county to find out if there are any similarities.

In a further study on dilemma on career choice carried out among students in Kitui and Machakos Counties by Kimiti & Mwova (2012).The study adopted a survey design. Purposive and random sampling techniques were used to select the sample of the study. The sample of the study comprised of 24 teacher-counsellors and 240 form four students in twelve selected schools in Machakos and Kitui Counties in Kenya. A questionnaire was used as data collection instrument. The data was analyzed by the use of frequencies and percentages. The results of the study revealed that only 14.4% of the girls in girl schools were influenced by their peers to choose their careers while 35.6% of them did choose careers out of their own interest. In boys schools 20% of boys were influenced by their peers while 30% were not influenced by peers but chose careers out of their own interest in that career. The current study made use of regression model to predict the relationship as compared to descriptive statistics employed in this study.

Conversely, Koech & Bitok (2016) conducted a study onfactors influencing career choices among undergraduate students in University of Eldoret, Kenya. This study adopted a cross-sectional study design. The target population was undergraduate students from different schools in the University of Eldoret. The study employed simple random sampling technique to obtain 72 students selected from second year, 70 students from third year and 68 students from fourth year respectively to have a total sample size of 210. The questionnaires were assigned randomly to the respondents so as to reduce biasness. The correlational results between peer influence and

career choice revealedsignificantly positive correlation at (r=0.464, P<0.01). The current study employed correlational and causal comparative research designs with a sample population of 364 secondary school students and 28 career guidance teachers sampled from 28 schools, unlike the prior study that consisted of 210 respondents.

In another study conducted by Gitonga (2013) in Kiambu County, Kenya on decisiveness in career choices among secondary school students revealed that about half of the students (56%) were influenced by their parents and guardians in manners of career decisions while 10% indicated they were influenced by teachers in schools while influence from other family members such as siblings accounted for (10%). A small fraction of student respondents (8%) indicated to be influenced by persons in the social forum (professionals, clergy and media personalities). A survey was carried out by Misanya (2013) using 95participants to establish the influence of peer group on students' academic performances in Kanduyi constituency, Bungoma County. Questionnaire was used to collect data. The data collected was analyzed using the chi-square statistical technique. The findings showed statistically significant relationship between peer group and academic performance. The current study tested the hypothesis to determine the level of significance using inferential statistical analysis unlike descriptive statistical methods employed by Gitonga (2013); Misanya (2013). Therefore, the intention ofthe present study was to examine the influence of peer pressure on career decision making among secondary school students in Busia County.

2.6 Relationship between Self-Efficacy, Academic Self-Concept and Peer Pressure on career decision making

In this section, literature review was guided by self-efficacy, academic self-concept and peer pressure as variables that formed the mainstay of the current study.

2.6.1 Self-Efficacy and Academic Self-Concept

A study conducted by Ferla, Valcke & Cai (2009) on the relationship between self-efficacy and academic self-concept in mathematics revealed that students' academic self-concept strongly influences their academic self-efficacy beliefs. The study further indicated that academic self-concept is a better predictor and mediator of self-efficacy. Other studies have also indicated that self-efficacy and academic self-concept also play a similar mediating role for the effects of background variables such as gender, prior knowledge, anxiety, interest and academic performance. For instance, Ferla *et al*., (2009) who cited Bandalos Yates & Thorndike (1995) found that students' self-concept as opposed to self-efficacy beliefs mediated their anxiety in mathematics. However, the current study tested whether self-efficacy and academic self-concept had distinct or mutual relationship in influencing career decision making among secondary school students. This study is further anchored on social cognitive theories in attempt to unravel the variable determining career decision making.

Study by Shahrzad, Kourosh, Mohammad, Haitham& Hossein (2011) in Iran on the relationship between self-efficacy and academic achievement in high school students, found self-efficacy to be a considerable factor in academic achievement. In this study, 250 students were selected by means of multi- stage cluster sampling and completed self-efficacy scale. Data was analyzed using correlation coefficient and regression analysis. Further, research shows that self-efficacy

variable scores such as self- evaluation and self- regulation are best predictors of academic achievement (Denissen, Zarrete & Eccles, 2007). In this study purposive, stratified and simple random sampling techniques were used to achieve a non-biased sample size. The emphasis was on academic self-concept as compared to academic achievement investigated in the prior study.

Tenaw, (2013) carried out a study on the relationship between self-efficacy and academic achievement in Debre Markos College of Teacher Education in Ethiopia. The participants of this study were 100 students. Pearson correlation was used to establish the relationship between self-efficacy and achievement. The analysis of the data indicated that there was statistically significant relationship between self-efficacy and achievement (r=0.385, p=0.01. A correlational study by Goulao (2014) examined the relationship between academic self-efficacy of adult learners group in an online learning context with their actual performance. Data was collected from 63 students of both genders, with average age of 42 years old, selected from the first years of their undergraduate studies. Data was analyzed using descriptive and inferential statistics. Pearson correlation coefficient was used to analyze the relationship between self-efficacy and academic performance. Analysis of the data indicated that students' level of self-efficacy was high (average=45) and a significant relationship exists between self-efficacy and academic achievement (r=0.286, at 0.05 level). In the present study data was analyzed with both Spearman's correlation and multinomial logistic regression statistics.

Moustafa & Sudhir (2013) examined mediating influence of academic self-efficacy on the link between perceived academic climate and academic performance among university students. Participants in the study consist of 272 undergraduate students at the University of Assiut, Egypt. A scale to measure perceived academic climate, was developed. College Student Self-Efficacy Scale (CSSES) was developed to measure academic self-efficacy. Participants' GPA's

were used as a measure of academic performance. Pearson Product Moment Correlation, t-test as well as simple and multiple regressions were used to analyze the data. Results demonstrated that perceived academic climate and academic self-efficacy significantly correlated with students' academic performance. On the other hand it was also established that academic self-efficacy mediated the relationship between perceived academic climate and academic performance. On the basis of these findings, it was recommended that academic self-efficacy should be enhanced through counseling. The present study focused on the relationship between self-efficacy and academic self-concept as independent variables on outcome variable among secondary school students.

A research on self-efficacy in Mathematics and English language among secondary school students in Nyamira District was conducted by Moturi, (2012). The study employed both quantitative and qualitative research techniques. A study sample of 240 female and male students from public secondary schools was selected. This sample came from 30% of public secondary schools. Inferential statistics- Pearson correlation, one-way Analysis of Variance (ANOVA) and T-test were used in data analyses. Results of Pearson correlation indicated no significant relationship between Self-Efficacy and general academic performance, r = -.030, p>.05. Results from one-way ANOVA on Self- Efficacy and type of school, showed no significant effect (F (2, 237) = 6.2, p< .05). Results also showed no significant relationship between gender and Self-efficacy, (t (238) = -.895, p> .05) and a significant relationship was found between gender and performance in Mathematics, (t (238) = 1.6, p> .05). Finally there was no significant relationship between gender and performance in English language (t (238) = -.265, p< .05). This implied lack of relationship between gender and performance in English language. The aim of the current research was to revisit the role of self-efficacy on career

decision making but on expanded coverage to include other variables such as academic self-concept and peer pressure in Kenyan secondary schools.

Ochieng (2015) conducted a descriptive research to determine the relationship between self-efficacy' and academic achievement from a Mathematical perspective among secondary schools in Kenya. The study was carried out in Nyakach Sub-county, with a sample of 390 secondary school students. Results showed that self-efficacy levels and academic achievement of the students were average. The study findings further indicated that students with high self- efficacy perform better in mathematics more often than those with lower self-efficacy. Results of this study showed that academic climate did not moderate the relationship between mathematics self-efficacy and academic performance. A study by Canpolat (2012) reported a mediating effect of self-efficacy in the relationship between academic climate and goal orientations. The present study, examined the relationship between self-efficacy and academic self-concept as mediator variables in affecting career decision making.

2.6.2 Relationship between Self-Efficacy and Peer Pressure

According to Golestan & Haslinda (2015), peer pressure is the urge for an individual to participate in the activities and behavior of a group (age, class) in order to conform to the group norms. As a result of peer pressure, adolescents experience the urge to demonstrate both negative and positive behaviour, one of which is self-efficacy. Irma (2015) asserted that peers create networks which lead to over estimating the effects of the group on the traditional model and this causes them to change the objectives in the academic achievements. Furthermore, the adolescents have an increased social motivation which leads to a decrease of academic motivation. Kiran (2012) analyzed the relationship between levels of peer pressure and self-efficacy expectations among adolescents. Data obtained from 546 high school students using

the self-efficacy expectation scale and peer pressure scale showed significantly negative relationships between peer pressure and academic self-efficacy among adolescents. Moreover, academic self-efficacy expectations were higher in adolescents who were experiencing low levels of peer pressure than in adolescents with moderate and high levels of academic self-efficacy. The present study sought to establish relationship between self-efficacy and peer pressure on career decision making.

A study carried out by Shkullaku, (2013) explored gender differences in self-efficacy and academic performance among Albanian students from two major universities in Tirana, Albania. Secondary data was collected from 180 students (102 females and 78 males) students. Both universities and participants were selected randomly. Data was analyzed using Pearson correlation coefficient and t-test. Pearson correlation coefficient was used to establish the relationship between self-efficacy and academic performance while t-test was used to compare male and female participants in self- efficacy and academic performance. Results of the study showed insignificant difference between males and females in self-efficacy and there was no difference between males and females in academic performance. A significant relationship was also found between the students' self-efficacy and academic performance. These findings concurred with the study by Yan *et al.,* (2013) who posited that higher level of self-efficacy results in lower rates of peer pressure and lower level of self-efficacy increases rates of respond to peer pressure. The samples of these studies were mostly drawn from developed countries. Given that Kenya is a developing country there was a need to conduct a similar study in order to report on the differences or similarities if any. The current research design unlike the previous study was a causal-comparative survey where participants gave feedback on experiences that have happened.Moreover, the study took extended the scope to analyses the influence of

controller variables provided in the conceptual framework to study the interaction and effect of IV on DV when the controls are introduced.

2.7 Demographic Determinants and Career Decision Making

Demographic attributes act as energy or a barrier to students in their career decision-making. In this study demographic characteristics included were gender, age and school type. Literature review of these demographic characteristics was done because they were controlled for when data was analyzed with help of Multinomial logistic regression statistics as discussed in chapter three.

2.7.1 Gender and Career decision making

Bandura (2001) found existence of gender differences on the level of professional effectiveness, career choice and personal development. A study by Crisan & Turda (2015) who cited Betz & Hackett (1983) support the existence of gender differences regarding self-efficacy in career decision making. In most cases, male teenagers feel more effective working in the fields of science and technology, while female teenagers feel more effective in professions traditionally held by their gender (Bandura, 2001). In a study conducted by Crisan & Turda (2015) males and females were found to have comparable levels of self-efficacy in the field of mathematics and finance. Prior research in the medical field has shown that gender differences influence students' career choices (Behrend, 2007). The limitation in this study is that gender differences are culturally influenced. As in this case, most of the medical students in the sample were born in USA and had already made their career decision. The current study however focused on Kenyan students in secondary schools with diverse cultural background. Therefore gender differences in career decision making may not be representative of broader USA population.

Contrary, a study by Agyropoulou & Sidiropoulou (2006) found insignificant effect of gender on career decision-making self-efficacy. This inconsistency in research findings makes it difficult to draw decisive conclusions about perceptions of gender on career decision-making.

Crisan & Turda (2015) carried out a study on the connection between the level of career indecision and perceived self-efficacy on career decision-making among teenagers in Romania. Correlational research design was employed. It was hypothesized that the level of self-efficacy on career decision process varies with gender. Findings revealed insignificant negative correlation between gender and career indecision r (119) = -0.082, p<0.01). This suggested that there was no association between the two variables. However, significant positive correlation r (26) = 0.114, p<0.01) was revealed between self-efficacy on career decision making and gender of participants.

In many African societies, studies show that gender differences in career decision making is acquired through socialization process and that career choices are a product of traditional gender roles regulated through socialization (Gavo, 2014; Ogutu & Odera, 2011). This argument is supported by Hewitt (2008); Perera & Velummayi (2008) assertion that most female students avoid careers with high public involvement and decision making positions due to career stereotypes. In a study on factors affecting female students' career choices and aspirations conducted in Zimbabwe, by Mutekwe *et al.,* (2011) revealed that the way families exemplified the importance of gender roles, influenced career choices. For instance, in most traditional African societies, children grow up knowing that some responsibilities, duties and careers are gender stereotyped (Durosaro & Adebanke, 2012; Ogutu & Odera, 2011).

Quasi-experimental study was carried out to investigate the influence of gender on the occupational preferences of senior secondary school students in Cross River State, Nigeria. The sample consisted of 450 respondents; 225 male and 225 female randomly sampled from two schools. One school was sampled from experimental group while the other was sampled from control group. The findings showed that gender had significant influence on occupational preference among counselled students and those who not counseled. This implies that one's gender determined occupation choice despite career counseling (Eyo & Edet, 2011). Limitation of this study was that data used was only drawn from two schools and therefore not representative of a diverse population. The current study used data collected from several schools put in three categories with use of a variety of sampling techniques. Thus, reliability was more certain.

Salami (2010) conducted a study to determine whether gender predicts career decision-making self-efficacy. The participants in this study were 485 secondary school students (male=255, female=230) randomly selected from 10 secondary schools in 5 states in southwestern Nigeria. Their mean age was 15.80 years old (SD=5.40) and the age range was 13-19 years. Career Decision-Making Self-Efficacy Scale (CDMSE) by Betz, Klein & Taylor (1996) was used to measure the students' self-efficacy in the area of career decision-making.Hierarchical regression of emotional intelligence, gender and their interactions as predictors of career decision-making was used to analyze the data. The results revealed that gender did not make any significant contribution to career decision-making self-efficacy (r (2) =0.023, F (1,483) =2.00, β=0.05, p>0.05). This result provided no support for alternative Hypothesis. It is however, worthy to note that in the previous studies, gender was considered as a moderator variable of relation between emotional intelligence and career development. The essence of composite approach

used in this study is to ascertain the interrelated roles of gender to each of the variables influencing career decision making. Conversely, studies by (Agyropoulou & Sidiropoulou (2006) and by Salami (2010) revealed significant effects of gender on career decision-making self-efficacy. This inconsistency in research makes it difficult to draw definitive conclusions about the specific patterns of boys and girls behaviour with regard to career decision-making. In this study, gender will be taken as control variable against the predictor and the outcome variables with regard to career decision making and data was analyzed using multinomial logistic regression to establish the odds ratios.

A study by Kisilu (2012) focused on the occupational aspiration among girls in secondary schools in Nairobi County. This study was carried out in two girls' secondary schools in Nairobi region- Kenya (day and boarding). Survey design was employed and a total of 87 form four female students participated in the study. Data was analyzed using descriptive statistics. The findings revealed that there are factors that affect secondary school girls' occupational aspirations, grounded on the family settings, parenting, siblings, and other relatives. Other factors were the students' personality and self-esteem, the school environment, friends and role models. In this stud, data was analyzed using descriptive statistics which did not show cause-effect relationship. There was need to conduct a study that employed inferential statistics to analyze the data in order to determine cause -effect relationship if any.

In addition, a study conducted in Kisumu Municipality, Kenya by Migunde, Agak & Odiwuor (2012) on the impact of secondary school's performance on students' career aspirations found out that male student in schools did not choose careers from the social career types while girls in schools did not choose careers from the realistic career types. This is mainly because, girls' schools do not offer most of the science and technology based subjects such as metal work that

are in line with the realistic career types. Instead they offer domestic sciences such as home science which are in line with the social career types.

Ogwari, Simiyu & Kindiki (2015) carried out a study on the influence of gender career choices among secondary school students. The study employed survey research design with sample size of 154 boys and 89 girls in secondary schools in Siaya County, Kenya. The study sampled 27 co-educational day secondary schools in the district. Students were stratified as boys and girls. The data was analyzed using linear regression analysis, One Way Analysis of Variance (ANOVA), means, frequencies and standard deviation. Linear regression was used to determine the relationship between gender and career choice. Results from data analysis indicated that gender significantly predicted career choices, $\beta = .81$, $t\ (241) = 21.55$ $p < .05$. The current study investigatedtested gender as control variable and data was collected from boys, girls and co-educational schools using stratified and simple random sampling. Quantitative data was analyzed using both inferential and descriptive statistics.

Racho *et al.,* (2014) conducted study on gender differences in career awareness among public secondary school students in Marsabit County. The study adopted descriptive survey design. The sample size consisted of 250 students. The researchers used questionnaires to elicit information from students and interview schedules to collect data from counseling teachers and principals. The study sought to establish how gender influenced career decision-making among students. The Chi-square test results found statistically no significant relationship between gender and career awareness among secondary school students. The results of interview with teacher counsellors revealed similar findings as from the students. This implies that gender difference did not play a role in career decision-making among students in secondary school in

Marsabit. For the present study, data was subjected to analysis by use of correlation and regression tests to establish predictive power of the IV against The DV.

Investigation on the peer influence on academic performance of form one students in girls boarding secondary schools in Kanduyi Constituency, Kenya, showed that frequency of counseling had influence on academic performance of girl students. The findings also showed that the number of examinations taken by a peer group influence girl student academic performance. The study adopted a descriptive survey design with a sample size of 95 respondents comprising of 90 students and 5 teachers from the guiding and counseling department. The study employed random sampling technique to select the sample size from individual schools (Misanya, 2013). The current study focused on boys and girls in form four classes. The purpose was t establish the influence of control variables on the dependent variable.

Momanyi, Ogoma & Misigo (2010) examined how gender can influence student's perceptions of self-efficacy and academic performance and found out that there was no significant difference between male and female in self-efficacy, but there was a significant difference between genders in academic performance. Few studies on these variables have been reported in Kenya. This is one of the gaps the present study intended to fill, as gender perceptions of career decision making may vary from country to country. Student perceptions may vary because of differing value structures governed by different cultures.

Other research findings which have supported gender differences in career preferences and choices includes the study by Ogutu & Odera (2011) on the influence of gender role stereotyping on career aspirations of primary school pupils in Butula district, Kenya. The findings revealed that gender stereotyping in career choices was due to cultural socialization.

The current study was undertaken to examine career decision-making among secondary school students. The focus of the current study was to find out the relationship between career self-efficacy, academic self-concept, and peer influence and career decision-making amongst secondary school students, unlike gender stereotypes on career aspirations.

2.7.2 Type of School Attended and Career Decision Making

In Australia, a study was carried out to investigate the relationship between school based experiences and career decision making (Galliott & Graham, 2015). The study employed a cross-sectional survey with 706 secondary school students. Participants were selected using stratified random sampling technique. The results indicated that the type of school attended was significantly related to career choice. In India, Rekha & Shobhna (2011) hypothesized that academic self-concept and academic achievements of adolescents would be higher in high facility schools as compared to low facility schools. The sample study consisted of 400 adolescents studying in different types of schools. The study employed factorial design. Schools were categorized as high facility and low facility, on the basis of sixteen indices of physical and educational opportunities available in them. The results indicated that students of high facility schools have significantly higher level of academic self-concept and academic achievement as compared to the students of low facility school. The focus on the current study was three typologies of schools classified as boys, girls and co-educational schools and employed correlational and causal comparative research designs as compared to factorial design used in the previous study.

Musibau & Adigun (2010) in their study on the influence of school type revealed that, there was no significant difference between academic performance of students in urban and rural

schools. The sample of study consisted of forty secondary schools. Data collected were analyzed using percentage scores and t- test statistics. Findings revealed that school type had no significant influence on students' academic performance. However, studies by Falaye & Adams (2008); Mudhovozi & Chireshe, (2012) assertthat the type of school attended by students play a critical role on career choice. Olson (2008) argues that students' confidence in their ability to learn is sometimes affected by schools. Learners get psychologically wounded by derogative comments made by school personnel about theirperceived abilities in career choices and academic performance. The type of school attended was used as control variable in the data analysis with multinomial logistic regression statistic.

Mburu (2013) carried out a study on theeffects of the type of school attended on students' academic performance in Kericho County, Kenya. The study used descriptive research design and descriptive statistical data analysis procedure. The research used 231 teachers and 358 students and employed self-administered questionnaires. These were used to obtain information from teachers and students. Findings of the study established that the type of school attended affected students' academic performance. Similarly a study by Soo (2013) on the influence of school type on students' personality and career aspirations among secondary school students in Eldoret, Kenya, also found out that school type had significant influenceon career aspiration of students. This study focused on Busia County which is predominating in the rural setting as compared to Kericho County.

2.7.3 Age and Career Decision Making

In a study to determine factors that affect decision making on age differences, Lizárraga, Baquedano & Elawar (2007) employed a sample comprising of 589 Spaniards first-year university students from two developmental stages; youth and adults. The study revealed that

youth only achieved statistically higher scores compared to adults in variables namely; emotion [F (2,586) = 5.34, p< .001] and social pressure [F (2,586) = 7.79, p< .001]. This study did not specify the age ranges of participants and the participants were sampled from the university whereas the current study focused on secondary school students. In the current study age was employed as control variable in order to investigate the relationship between the IV and DV.

Gitau, (2016) employed descriptive survey research design to examine the effect of demographic factors (gender and age), individual background factors, career outcome expectations and internship experiences on career decision making of hospitality undergraduate students in Nairobi County. Purposive sampling technique was used to select accredited universities to participate in the study. Stratified sampling technique was used to segment the population into two groups based on the type of university, both public and private university. Random sampling technique was used to select the study participants from each stratum. Data was collected from 98 participants using self-completed questionnaires. Multiple linear regression analysis was used to examine the relationship between the independent and dependent variables revealed that, age had no relationship with career decision making (β = 2.175, t = -2.954, p= 0.236). This study was limited in design as the sample size only consisted of 98 participants. This sample is too small to make significant generalization to the whole population. The current study employed a sample size of 364 secondary school students preparing for post-secondary career paths.

2.8 Summary of Literature Gaps

Studies reviewed in this chapter reveal gaps that exist in relation to the current study. For instance, literature reviewed shows that self-efficacy beliefs are related to an individual's

potential to handle complex career decision-making, for example (Phan, 2012; Pampaka*et al.*, 2011; Louis & Mistele, 2011; Liem,*et,al*., 2008; Liao*et al*, 2014) Literature has found existence of relationship between academic self-concept and career decision making, for instance (Wang & Neihart, 2015; Mucher*aet al.*, 2010).

The Literature reviewed on peer pressure in relation to career decision making among students has revealed that supportive friends or peers have a crucial influence on the career planning and making key life decisions of students. You (2011) said that perceived support from peers gives adolescent students a sense of motivation which enables them to see the importance of pursuing academic success. Literature further noted that adolescents are easily influenced by their peers because they rely on their friends to provide validation of their choices including career decisions. Furthermore, Kiran (2012) asserts that academic self-efficacy is higher in adolescents who were experiencing low level of peer pressure. Despite the fact that much has been written about peer pressure on career decision, literature however, revealed that very little empirical studies have been done on this subject matter especially regarding secondary school students in Busia County who come from similar backgrounds, and often influence each other in many aspects including career decision making.

Reviewed literature reveals apparent gaps in the relationship between career self-efficacy, academic self-concept and peer pressure on career decision making. For example, Tenaw, (2013) studied the relationship between self-efficacy and academic achievement; Goulao, (2014) evaluated the relationship between the academic self-efficacy and academic achievement of adult learners while Moustafa & Sudhir (2013) examined the mediating

influence of academic self-efficacy on the link between perceived academic climate and academic performance among university students.

Much of the literature reviewed from Kenya focused on factors influencing career choices and academic performance as compared to career decision making for example, (Migunde, 2011; Gavo, 2014; Gitonga, 2013; Migunde, Agak & Odiwuor, 2012; Ogwari, Simiyu & Kindiki, 2015). Given that career decision making is dynamic, additional research a prerequisite to focus on career decision making. In order to fill the existing literature gaps, the current study focused on self-efficacy, academic self-concept and peer pressure on career decision making among secondary school students in Busia County, Kenya. This study was therefore intended to fill up the gaps identified in the reviewed literature. The following chapter is on research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on research design, area of study, target population, sampling procedures and sample size, data collection instruments and pilot study. It also presents data collection procedures, methods of data analysis and ethical considerations.

3.2 Research Design

Research design is the plan and structure of investigation that enables the researcher to obtain answers to the research question (Kerlinger, 2004). The choice of a research design is guided by the purpose of the study, the type of investigation, the time period over which the data is to be collected and the type of analysis to be carried out, that is, whether quantitative or qualitative (Sekaran, 2003).

3.2.1 Correlational and Causal-comparative research designs

The researcher adopted the correlational and causal-comparative research designs for this study. These choices were determined by three factors, namely; the purpose of the study, the time period over which the data was to be collected and the type of analysis.A correlation research design is intendedto establish a relationship between two variables. The purpose of using correlational research design in this study was is to figure out variables that seem to interact with each other. This allowed the researcher to make use of variables that could not be manipulated (Fraenkel & Wallen, 2010).

Causal-comparative research design is a systematic inquiry in which the researcher into manifestations independent and dependent variables that have already occurred or cannot be manipulated (Kombo & Tromp, 2006). The research design allows comparison of two or more variables. Causal comparative research design was deemed viable for this study as the purpose was to examine the influence of self-concept, academic self-concept and peer pressure on career decision making among students. This was an event that had taken place.

Besides, the two research designs allowed the researcher to collect both qualitative and quantitative data from a large sample population. In addition, the collection of data was less expensive in terms of time and cost; the researcher was also able to secure the cooperation of the respondents since the data was collected at one point in time; and finally, the analysis of the data was done more quickly using statistical software such as statistical package for social science (Fraenkel & Wallen (2010). Although the correlational and causal-comparative designs were chosen for this study, the researcher encountered challenges of administering questionnaires to many respondents who were geographically scattered. This led to increased financial constraints on the researcher.

3.2.2 Philosophical underpinnings of research methods

The philosophical underpinning of the researcher in this study was positivism paradigm. The term 'positivism' is based on the premise that knowledge is logically organized in a rational manner guided by empirical evidence to benefit the society. According to Morgan (2007) a paradigm is a shared sense of what scientific inquiry ought to be. The paradigm was important because it directed the perspective from which the researcher presented questions, investigated the problem, research was designed as well as guided the choice of methods used and how data

were collected, analyzed and interpreted (Cody & Kenney, 2006). On the basis of this paradigm, two types of research; quantitative and qualitative were adopted.

Quantitative research methods deal with the measurement of concepts with scales that either directly or indirectly provides numeric values to determine the generalizability of the data from the sample to the population. (Zikmund, Babin, Carr & Griffin, 2010). These numeric values are then used for statistical computation and hypothesis testing. This type of research generated statistical data through the use of fairly large scale survey research collected through questionnaires or structured interviews. Qualitative research, on the other hand, involved the interpretation of phenomena without depending on numerical measurements or statistical methods. The data was collected through in-depth interview (Zikmund *et al*., 2010). The two approaches were used because the result from one method was used to validate the other. The two approaches also increased generalizability, complementarity and triangulation of the results. However, the challenge was that they were time consuming.

3.3 Area of Study

The study was conducted in Busia County located in Western Kenya. Busia is one of the forty seven counties in Kenya and it is situated at the extreme western region of the country. The County borders three other counties which include; Bungoma to the north, Kakamega to the east and Siaya to the south west. Part of Lake Victoria is in the County on the South East and borders the Lake with the Republic of Uganda to the west. The County lies between latitude 0^0 15' 36''N and 0^0 16' 48''N and between longitude 34^0 45' 36'' and longitude 34^0 46' 25''E. Busia County has a total land area of 1,695 Km^2. It comprises of seven sub-counties namely, Matayos, Butula, Nambale, Funyula, Budalangi, Teso North and Teso South, (see the map of the area in appendix XIII).

Kenya national population census in the year 2009 estimated Busia County population to be 816,452, (425,622 (53.13%) female and 390,830 (47.87%) male). High concentration of people is found in urban centres of Busia, Port Victoria, Bumala, Nambale, Malaba and Funyula. However, the hilly areas in Funyula and the wetland areas in Budalang'i Sub-counties have low concentration of people.

According to Kenya National Bureau of Statistics (2009), Busia County has 16% of its residents having a secondary level of education or above. The County has a total of 138 public secondary schools. Out of these, 103 are co-educational, 12 are boys' and 23 are girls' secondary schools. Most of the secondary schools have been constructed through community initiatives and Constituency Development Fund (CDF). The county has two national schools while most of the schools are co-educational day. Nonetheless, most schools have acute shortage of teachers and physical facilities that affect the quality of education (Ministry of National Planning and Devolution, 2014).

Standards of education in Busia County are low. For instance, report by Uwezo Kenya (2015) indicated that learning levels in the county accounted for 42.7 percent in comparison to the national average of 47.4 percent.The County literacy level stands at 75.3 per cent of population aged 15 years and above who can read and write as compared to national figure of 79 per cent. Total enrolment in secondary school was 20 per cent of the secondary school going age of between 14-17 years. Over the years, secondary schools in Busia County have continued to post dismal performance in Kenya Certificate of Secondary Education (KCSE) with an average mean grade of C- (minus) compared to her neighbouring counties; Kakamega, Bungoma and Siaya (County Government of Busia, 2013). Low standards of education in the county are attributed to poverty, inadequate physical infrastructure, poor performance, and low transition

rates from primary to secondary schools. The County's poverty level index stand at 64.2 per cent compared to national poverty level of 45.9 per cent while HIV and AIDS prevalence rate in the County is estimated at 7.4 per cent against the national average of 6.4 per cent (County Government of Busia, 2013). These conditions translate into an added burden to education since resources that would be used to improve standard of education are channeled towards alleviating poverty and HIV and AIDS pandemic. Thus the cycle of low education standards are maintained.

Reports by county administration also associate dismal academic performance to lose of moral values among youth that escalate into early sex debut and drug abuse. For instance, in Sub counties of Teso North and Teso South, report by County AIDS Control Office (2014) revealed that approximately 400 girls below 20 years left school due to pregnancy. This is an indication of unprecedented increase in sex debut in the county among youths. Despite such dismal performance in schools, the county boasts of renowned scholars and academicians in reputable career fields such as medicine, engineering, law, business and education.

For many years secondary schools in the county have had challenges regarding career guidance and counseling (County Government of Busia, 2013). Career activities such as career day, career fair and mentorship meant to equip secondary school students with career skills are rarely organized in schools. These reports on appalling standards of education formed the basis for the choice of Busia in the current study. Although other studies may have been conducted in this area, the current study was undertaken to examine specifically the influence of self-efficacy, academic self-concept and peer pressure in career decision making among secondary school students.

3.4 Study Population

The study was carried out in public secondary schools in Busia County, Kenya. The choice of Busia as a study location was motivated by the challenges that secondary school students have been facing over the last one decade in career decision making despite availability of career guidance in schools. The target population of this study was 6664 Form Four students, 138 teachers in charge of guidance and counselling in 138 secondary schools and 1 County Quality Assurance and Standards Officer(CQASO) in Busia County. The rationale for choosing Form Four students was guided by Super (1990) Self-concept Theory of Career Development. Super asserted that adolescents aged between 15 and 24 years engage in exploration career life stage where they are preoccupied by cognitive process involving an understanding of one's interests, skills and values to pursue career goals consistent with that understanding. Form Four students in Kenya mainly fall within this age bracket, thus they experience career exploration stage. In addition teachers in charge of career guidance and conuselling were targeted because they play key role in guiding students on matters of career preparation and career decision making. Further CQASO was chosen because was he or she deemed to have information important for the present study since he or she is responsible for monitoring and implementation of quality and standard education including preparation of students for future career. Therefore, was found resourceful on matters of career policies provided by the ministry of education. The target population is summarized in Table 3.1

Table 3.1: Distribution of the study population

	School category and student population					Population for career teachers
Sub-county	**Boys**	**Girls**	**Co-edu**		**Total**	
			Male	**Female**		
Butula	3 (352)	5 (301)	18 (339)	(245)	25 (1237)	26
Budalangi	2 (184)	3 (187)	6 (199)	(157)	12 (727)	11
Matayos	2 (154)	2 (212)	15(163)	(217)	19 (746)	15
Nambale	1 (247)	2 (213)	14 (272)	(188)	17 (920)	17
Funyula	2 (225)	5 (321)	11 (249)	(221)	18 (1016)	18
Teso North	1 (110)	4 (340)	21 (408)	(279)	26 (1137)	26
Teso South	1 (123)	2 (207)	18 (317)	(234)	21 (881)	21
Total	**12 (1395)**	**23(1781)**	**103 (1947)**	**1541**	**138 (6664)**	**138**

Population of students is in parenthesis

Source: County Education Office, 2016

3.5 Sampling Procedures and Sample Size

Purposive sampling, stratified sampling, and simple random sampling techniques were used in selecting respondents from the target population. Purposive sampling technique is one that is selected based on the knowledge of a population and the purpose of the study. This study was on the influence of self-efficacy, academic self-concept and peer pressure on career decision making. Therefore in this case the researchers purposively included 1 CQASO and 28 teachers in charge of career guidance in schools and that they were directly responsible for career guidance in schools. Thus, being interviewed fitted a specific purpose necessary to conduct the research. The form four students were also purposively sampled to participate in this study because having been in school longer and in the final year of secondary education as compared to their counterparts in lower forms they were considered to have acquired more knowledge on career decision making. The sample for schools and student is indicated in Table 3.2.

Stratified sampling technique is where the entire target population is divided into different subgroups or strata, and then randomly selects the final sample proportionally from the different strata (Fraenkel & Wallen, 2010). This type of sampling is used because it enabled the

researcher to highlight specific homogenous subgroups within the population. According to Kerlinger (2004), an ideal sample should be between 10% and 30% of the target population. For this study, stratified random sampling technique was employed to select 28 (20%) schools out of 138 public secondary schools from the three categories. To obtain a stratified sample of students to participate in this study, the researcher first organized the population by gender and type of school then selected appropriate number of form four students from boys, girls and co-educational schools. This ensured that the researcher has adequate amounts of respondents from each stratum in the final sample as indicated in Table 3.2.

Table 3.2: Distribution of the study sample

	Target Population			Sample Size		
Category	Number of schools	Population	Procedure	Student Sample Size	School Sample Size	Teachers
Boys	12	1395	1389*364/6664	76	2	2
Girls	23	1781	1787*364/6664	98	5	5
Co-educational	103	3488(M=1947, F=1541)	3488*364/6664	190 (F=84; M=106)	21	21
Total	138	6664	6664*364/6664	364	28	28

Source: Field data, 2016 **Multiplication sign M=male F=female students*

To obtain an appropriate sample for student respondents,Krejcie & Morgan (1970) sample size determination table was used (see appendix VIII). Since the study population fell within the range of 6001 to 7000 of Krejcie & Morgan (1970) sample size determination table, the appropriate sample size was 364. This sample size was therefore distributed through simple random sampling technique as explained in the subsequent paragraph.

Simple random sampling technique was employed to select a total of 364 student respondents from the 28 public secondary schools. Simple random technique is best used with a

homogenous population, one that does not differ much by age, education level or class, because with a heterogeneous population, one runs the risk of creating a biased sample if demographic differences are not taken into account . The purpose of the simple random sampling was to ensure that each member of the population has an equal chance of being chosen for the study. This means that it guarantees that the sample chosen is representative of the population and that the sample is selected in an unbiased way. To collect a simple random sample, each unit of the target population was assigned a pseud random number generated from microsoft excel in the computer that has a function to produce random numbers. The elements are listed in sequence and identified by aset of random numbers was then generated and the units having the numbers required are included in the sample.

Simple random sampling was used to sample students from selected schools and also to pick one stream where the form four classes had more than one stream in school. In each school visited, simple random sampling technique using random number was used to sample students from form four. In every 2 boys schools selected for this study, 38 form four students were randomly picked. This gave rise to 76 students picked from boys' schools. In each of the first 4 schools visited 20 girls were selected to participate in this study while the remaining 18 respondents were randomly picked from the last school visited giving rise to a total of 98 respondents from the girls' school category. In 21 co-educational category schools, a total of 106 boys against 84 girls were selected to participate in this study. Six male respondents were picked from the first school on the random list while five male respondents were selected from each of the remainder 20 schools. On the other hand, 4 girls from each of the 21 co-educational secondary schools were randomly selected to participate in the study. In total 106 boys and 84 girls were picked from co-educational secondary schools in Busia County. The final sample size

of 393 respondents who participated in the study consisted of (182 boys, 182 girls, 28 career guidance teachers and 1 CQASO) as shown in Table 3.3

Table 3.3: Sample size for the respondents

Category	Gender Male	Female	Total student sample size	Career Guidance Teachers	QASO	Grand total
Boys school	76	-	76	2		
Girls school	-	98	98	5		
Co-educational	106	84	190	21		
Total	182	182	364	28	1	393

Source: Field Data, 2016

The study focused on the influence of self-efficacy, academic self-concept and peer pressure in career decision making.

3.6 Data Collection Instruments

Instruments used to collect data in this study consisted of questionnaire, interview schedule and document analysis guide. The three research tools were employed for triangulation of data for the purposes of triangulation, complementarity and validation of the findings.

3.6.1 Questionnaire for the Form Four Students

Questionnaire was used to collect primary data from form four students. The questionnaire was modified from career self-efficacy scale developed by Betz, Klein & Taylor (1996), academic self-concept scale developed by Reynolds, Ramirez, Magrina & Allen (1980), peer pressure inventory prepared by Clasen & Brown (1985) and career decision making scale by Osipow, Carney, Winer, Yanico & Koschier (1976) to suit the students in Kenya as indicated in appendix III.The questionnaire was selected because it is a relatively modest andcost effective to collect data from a large sample size and geographically scattered (Zikmund *et al.*, 2010).

The advantages of using questionnaire was that it contained standard questions which were administered to a large number of respondents in different parts of Busia County within a short time and at minimal cost. Secondly, respondents are assured of anonymity and confidentiality. Finally, data collection using questionnaires was suitable for analysis using statistical packages for social science (Kombo & Tromp, 2006). The questionnaire was administered after obtaining informed consent from the respondents.

The questionnaire was divided into five sections as follows: section A; The demographic information, section B; self-efficacy section C; academic self-concept, section D; peer pressure and section E; career decision making. Section A examined demographic characteristics of the participants. This information was useful in ensuring that demographic characteristics of the respondents are captured to augment non demographic data. Section B of the questionnaire consisted of a modified self-efficacy scaledeveloped by Betz, Klein & Taylor (1996)to examine the influence of self-efficacy on career decision-making among students. The scale consisted of a total of 20 questions. The level of self-efficacy or degree of confidence in career decision making was measured using a five pointLikert- type scale ranging from (1) No Confidence at all (2) Very Little Confidence (3) Moderate Confidence (4) Much Confidence (5) Complete Confidence. Responses from the students on item number seven in part B of the students' questionnaire were customized and analyzed with respect to John Holland six career types, namely; realistic, investigative, idealistic, social, enterprising and conventional.

On a Likert scale of 1-5, 1-2 score stood for low mean rating, 3 score stood for moderate mean rating while 4-5 score stood for high mean rating, see Appendix III section B. Overall, a mean score ranging 1-2 on self-efficacy was interpreted as an indicative of low self-efficacy in career decision making, a mean score rating of 3 was interpreted as an indicative of moderate self-

efficacy in career decision making while a mean score rating of 4-5 was interpreted as an indicative of high self-efficacy in career decision making.

Section C was modified academic self-concept scale (ASCS) developed by Reynolds, Ramirez, Magrina & Allen (1980). The scale was employed to measure how one feels about his/her academic ability. The ASCS consisted of 20 statements testing on academic self-concept among students. Participants were asked to rate the items on a 5-point Likert scale ranging from strongly disagree 1 point to strongly agree 5 points. The level of academic self-concept in career decision making was measured using a five pointLikert scale ranging from strongly disagree 1 point to strongly agree 5 points.Respondents had to score one out of the five responses on each item: Strongly disagreed 1 point, Disagreed 2 points, Undecided 3 point, Agreed 4 point and strongly agreed 5 point. On a Likert scale of 1-5, 1-2 score stood for low mean rating, 3 score stood for moderate mean rating while 4-5 score stood for high mean rating, see appendix IIIsection C**.** Overall, a mean score ranging 1-2 on academic self-concept was interpreted as an indicative of low academic self-concept in career decision making, a mean score rating of 3 was interpreted as an indicative of moderate academic self-concept in career decision making while a mean score rating of 4-5 was interpreted as an indicative of high academic self-concept in career decision making.

Section D was modified peer influence inventory (PPI) prepared by Clasen & Brown (1985). The instrument was made of 20 items describing how peers influence one another in career decisions. Participants were asked to rate the items on a 5-point Likert scale ranging from very false, 1 point to very true, 5 points as shown in appendix III:section D.On a likert scale of 1-5, 1-2 score stood for low mean rating, 3 score stood for moderate mean rating while 4-5 score

stood for high mean rating. Overall, a mean score ranging 1-2 on peer pressure was interpreted as an indicative of low peer pressure in career decision making, a mean score rating of 3 was interpreted as an indicative of moderate peer pressure in career decision making while a mean score rating of 4-5 was interpreted as an indicative of high peer pressure in career decision making.

Section E contained an adapted career decision making scale (CDS) by Osipow, Carney, Winer, Yanico & Koschier (1976) to measure career decision making of students. The scale contained 14 items measuring career decision and the degree of certainty felt in having made a career decision.The obtained responses on Likert scale were scored as: Strongly Disagree -SD (1) to Strongly Agreed- SA (5) as indicated in appendix III:section E). On a Likert scale of 1-5, 1-2 score stood for low mean rating, 3 score stood for moderate mean rating while 4-5 score stood for high mean rating. Overall, a mean score ranging 1-2 was interpreted low career decision making, a mean score rating of 3 was interpreted to mean moderate career decision making while a mean score rating of 4-5 was interpreted to mean high career decision making.

3.6.2 Interview Schedule for Teachers in-charge of Guidance and Counselling

Interview schedule as indicated in appendix IV was employed to collect data from the 28 teachers in charge of guidance and counseling. The interview with career guidance teacher was conducted same day the researcher visited individual schools to administer the questionnaire to students. The interview schedule enabled the researcher to obtain in-depth information from career guidance teachers on practices used in managing career decision making in schools to be able to triangulate the information given in questionnaire. The interview schedule also allowed the respondents to freely respond to the questions and gives the researcher an opportunity to probe the respondent further (Kombo & Tromp, 2006).

3.6.3 Interview Schedule for County Quality Assurance and Standards Officer

Interview schedule as indicated in appendix V was employed to collect data from 1**C**QASO. The researcher made appointment with CQASO to conduct the interview. The interview schedule enabled the researcher to collect in-depth information from CQASO on the practices by the Ministry of Education on career guidance in schools and effect on career decision making. Interview schedule allowed the researcher to collect first hand data from CQASO for triangulation purpose.

3.6.4 Document Analysis Guide

The document analysis guide (Appendix VI) was used to collect data on career guidance activities in secondary schools. The documents that were analyzed included the ministry of education career guidance policies, handbook, school programmes on career guidance and register of students who seek career guidance. The documents analyzed provided information with regard to career guidance activities and policy documents on career guidance. The information from the documents was corroborated with the data collected through the use of other data collection instruments (see appendix VI). The documents were scrutinized and relevant information obtained was triangulated with data from questionnaire and interview schedule.

3.7 Pilot Study

The research instruments were administered to 40 student respondents in six selected public Secondary schools in Busia County. These schools were not included in the actual study in order to control on biasness. The purpose of the pilot study was to gather information that was used to improve on the validity and reliability of the data collection instruments prior to the actual study. The data obtained from pilot study were coded, edited and analyzed to form a

basis that guided the study. According to Kombo & Tromp (2006) pilot study ensures that research instruments are stated clearly and have the same implication to all respondents. The pre-testing assisted to polish the items before the instruments were used for the study. Furthermore, opinion from the experts who validated the research instruments helped to improve on the content validity of the instruments. Using findings from pilot study, the items were revised accordingly before setting out for actual study. The next two subsequent sections present validity and reliability of the research instruments

3.7.1 Validity of the Research Instruments

Validity is the accuracy with which the instrument measures what it is intended to measure (Creswell, 2009). Content validity was used in the study to ensure items in the research tools measured accurately what was supposed to be measured. Content validity was used because it eliminates biasness and is a reliable indicator of whether the desired constructs in the instruments are measured. Content validation of the instrument was conducted before the pilot study. The Supervisors and other content experts in the department of educational psychology were approached by the researcher to validate the content of the research instruments. Thereafter the feedback on content rating was authenticated using content validity index (CVI) developed by (Lynn, 1986). The CVI was computed as follows:

$$CVI = \frac{\textit{Number of items rated relevantly by all the judges}}{\textit{Total number of items in the instrument.}}$$

In a CVI with a value greater than 70% or 0.70 denoted a high level of agreement. Likewise, a CVI of less than 70% meant the items on the instrument did not adequately address the thematic domains being explored. Thus, the expert's comments on unclear questions were revised while

complex items were reworded. Besides, the ineffective and nonfunctioning questions were discarded altogether.

3.7.2Reliability of the Research Instruments

Reliability refers to the ability of an instrument to produce consistent results over a number of repeated trials.Split-half method was employed to measure the extent to which all parts of the questionnaire contribute equally to what is being measured. This was done by comparing the results of one half of a test with the results from the other half. The split-half method is a quick and easy way to establish reliability and effective with large questionnaires in which all questions measure the same construct (Creswell, 2005).

The researcher used Cronbach's alpha to assess the split-half reliability of questionnaire items. Cronbach's alpha was computed by correlating the score for each questionnaire item with the total score for each observation (individual survey respondents), and then compared with the variance for all individual item scores. The researcher used the items with odd numbers to form one half and the even numbers to form the other half. The alpha coefficient of one half highly correlated with the coefficient of the second half making the questionnaire to have a good split-half reliability and so was considered reliable. The items that did not accurately correlate were discarded in order to have a good split-half reliability.The Cronbach's alpha formula was as follows:

$$\alpha = \frac{k * c}{v + (k-1)c}$$

Where: K refers to the number of scale items

C refers to the average of all covariance between items

V refers to the average variance of each item

The questionnaires were given to 40 selected form four students (boys and girls who were later excluded from the actual study). For this study a coefficient rate of r = .70 or above was deemed adequate. Table 3.4 shows theCronbach's alpha coefficient indicators obtained after test analysis.

Table 3.4: Cronbach alpha reliabilities of the study variables

Serial no.	Variable measured	No. of items	Cronbach Alpha
1	Self-efficacy	20	0.847
2	Academic self-concept	20	0.748
3	Peer pressure	20	0.822
4	Career decision making	16	0.712
Overall		76	0.784

Source: Field data 2016

From Table 3.4 Cronbach Alpha reliabilities obtained were higher than the estimated coefficient of 0.70, thus were considered suitable to warrant the use of the research tool.

3.8 Data Collection Procedures

The researcher sought approval to conduct research from Masinde Muliro University of Science and Technology through the Directorate of Postgraduate Studies (DPS) and Institutional Ethics Review Committee (IERC) to apply for research permit from National Commission for Science, Technology and Innovation (NACOSTI) as shown in appendices XV and XVI. The researcher used the research permit to seek for official permission from the County Director of Education, Busia County and County commissioner to carry out research in secondary schools in the county. Besides, the researcher wrote a self- introductory letter to the principals of schools selected for the study to request for permission and cooperation during the research activity.

The researcher organized for familiarization meeting with the principals of the sampled schools. The purpose of the study was explained to the principals of sampled schools prior to the visit to collect data. On the appointed date, the researcher visited the selected schools for data collection. In each school the researcher visited he sought permission from the school authority to conduct the research. Prior to administration of the research instrument, the researcher took time to explain to the participants the purpose of the study, the procedures to be followed and the significance of their participation in the study. The researcher also gave them the assurance that their responses will be treated with outmost confidentiality and as respondents they were to remain anonymous. The ethical issues addressed in this study included a written consent from the principals and participants of schools selected for the study. To affirm commitment towards ethical issues, the participants upon accepting to participate in the study, signed consent form. The ethical issues of the study as addressed in Appendices I and II were brought to the knowledge of the participants.

After briefing the respondents on the importance of the study, the researcher engaged them into data collection activity. The respondents were accorded adequate time to complete the questionnaire to the best of their knowledge. After the exercise, the researcher collected, cross-checked the instrument to ascertain that they were duly completed. The researcher then thanked the respondents for their cooperation.

Interview schedule with teachers' in-charge of career guidance and counseling and Document analysis was done on same day after collecting completed questionnaires from students. Interviews were carried out by the researcher for uniformity and to avoid discrepancies. In addition, the interview with county QASO was conducted after securing an appointment on a date appropriate.

3.9 Methods of Data Analysis

Data collected were coded, edited, sorted and classified and finally entered into the computer. Data cleaning was done to ensure that all entries were correctly done. Statistical Package for Social Sciences (SPSS) version 20.0 was used to run the data before analyzing. Data output from SPSS were analyzed with respect to study objectives. The data collected through interview schedule and document analysis were summarized and transcribed under common themes and used for triangulation of the study findings. Quantitative data was analyzed using descriptive statistics such as means, percentages and standard deviations and inferential statistics such as Spearman's rank correlation, Multinomial logistic Regression and Hierarchical Multiple Regression. The inferential statistics were carried out at a confidence level of 95% and a margin error of 5% ($\alpha = 0.05$).

The study had five objectives and data was analyzed with regard to objectives. Specifically, the first objective of the study was to examine the influence of self- efficacy on career decision making among secondary school students among secondary school students in Busia County. The second objective was to establish the influence of academic self-concept on career decision making among secondary school students in Busia County. The third objective was to determine the influence of peer pressure on career decision making among secondary school students in Busia County. The independent variables in objectives one to three were self-efficacy, academic self-concept and peer pressure respectively whereas dependent variable was career decision making. For these three objectives, Multinomial Logistic Regression (MLR) was employed to measure the influence of independent variables (career self-efficacy, academic self-concept and

peer pressure) on dependent variable (career decision making) as stated in hypotheses one to three.

Multinomial logistic Regressionwas used because dependent variable had more than two nominal categories. Like binary logistic regression, multinomial logistic regression uses maximum likelihood estimation to evaluate the probability of categorical membership. Unlike other multivariate statistics, Tabanick, Fidell & Osterlind (2001) argued that multinomial logistic regression technique has a number of advantages as: i) it is more robust to violations of assumptions of multivariate normality and equal variance matrices across groups, ii) most importantly, MLR does not assume a linear relationship between the dependent and independent variables, iii) independent variables need not be interval, iv) MLR does not require that the independents be unbounded and lastly v) normally distributed error terms are not assumed (Tabanick, *et al.,*2001*;* Chan, 2005). With these advantages, MLR was found suitable to be used particularly in the field of educational psychology especially for likelihood estimation to evaluate the probability of categorical membership in the present study. Data analysis was carried out with aid of both descriptive and inferential analysis (Garson, 2010).

The MLR model assigns a reference category to which all other levels of the dependent variable are compared as shown in appendix III, part E.The relative risk ratio (rrr) of the alternatives were estimated simultaneously by comparing the choice of disagree, undecided, agree and strongly agree with strongly disagree which was the reference category. If the rrr is less than 1, then the relative risk of choosing the comparison category of student career decision making compared to strongly disagree is reduced controlling for other variables in the model. If relative risk ratio is greater than 1, then the relative risk of choosing the comparison category of student career decision making compared tostrongly disagree is increased controlling for other variables

in the model. MLR assigns a reference category to which all other levels of the dependent variable are compared (Carrie, 2009).

MLR uses odds ratios as estimators for the predictor variables, model fit is assessed by comparing the −2 log likelihood for the intercept-only model and the final model, and uses the chi-square statistic to determine if the improvement is statistically significant, with *p* values less than .05 indicating model fit. The closer a logistic coefficient is to zero, the less influence the predictor has in predicting the outcome (Madhu & Balasubramanian, 2014). This provided the researcher with a more in-built interpretation to the final MLR model. This study adopted four models for the purpose of analyzing the interaction effects of the three control variables (gender, age and type of school attended) in the study. The null hypothesis whose result yielded a p-value less than 0.05 was rejected because was considered insignificant.

Prior to use of MLR in data analysis, Spearman's (r_s)correlation was first computed to examine the correlation between the variables as a preliminary check for multicollinearity problems in the regression analyses and also establish the strength, direction and significance of the relationship between the independent variables and dependent as stated in objectives one to three. Use of Spearman's correlation was based on the fact that data was categorical, on ordinal scale, did not meet the assumptions of normality and linearity in distribution and was monotonically related (Madhu & Balasubramanian, 2014). In this study, the value of the Spearman's correlation has been described according to Qin (2004) either as positive or negative significant as follows; .00 to .01 very weak, 0.20 to 0.30 weak, 0.40 to 0.60 moderate, 0.70 to 0.80 strong, 0.90 to 1.00 very strong correlation.

The fourth objective and the corresponding null hypothesis was to establish the relationship between self-efficacy, academic self-concept and peer pressure in influencing career decision making among secondary school students in Busia County.Spearman's correlation was used since data did not meet the assumptions of linearity, and normality in distribution. Spearman's correlation was employed to establish the strength, direction and level of significance for the relationship between the independent variables and dependentvariable. Spearman's correlation was employed to establish the strength, direction and level of significance for the relationship between the independent variables and dependent variable.

Finally, the fifth objective of the study was to examine the differences between self-efficacy, academic self-concept and peer pressure in extent to which they influence career decision making among secondary school students in Busia County. Under this objective, Hierarchical Multiple Regression (HMR) analysis was conducted to establish significant differences between self-efficacy, academic self-concept and peer pressure on career decision making. Prior to conducting HMR the relevant assumptions of this statistical analysis were tested. Firstly, the assumption of singularity was met as the independent variables (self-efficacy, academic self-concept and peer pressure) were not a combination of other independent variables. Residual and scatter plots indicated that the assumptions of normality and linearity were met. A sample size of 364 respondents was deemed adequate to run the hierarchical multiple regressions (Liu & Koirala, 2013). The summary of statistical data analysis is presented in Table 3.5.

Table 3.5: Summary of statistical data

Objectives No.	IV	DV	Stat. test
1	Self-efficacy	Career decision	-Spearman's correlation -MLR
2	Academic self-concept	Career decision	-Spearman's correlation -MLR
3	Peer pressure	Career decision	-Spearman's correlation - MLR
4	Self-efficacy Academic self-concept Peer	Career decision	-Spearman's r_s
5	Peer pressure Self-efficacy Academic self-concept	Career decision	-Hierarchical Multiple Regression

Source: Field data 2016

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Qualitative data was summarized into themes and reported using verbatim reports.Data from documents analyzed gave the true picture of the state of affairs in career and guidance activities hence were used to triangulate information. Items numbered 7 and 8 in appendix III part B were analyzed as follows; for item number 7, John Holland career code was applied to collapse various careers stated by respondents into categorized Holland's career classification for purpose of uniformity in interpretation. For item number 8 the reasons motivating career choice were collapsed into four categories operationalized as; to meet family expectation, serve mankind, make me happy and grow professionally.

3.10Ethical Considerations of the Study

The ethical issues addressed in this study included a written consent from the principals and participants of schools selected for the study (see Appendices I and II). Prior to administration

of the research instruments, the researcher took time to explain to the participants the purpose of the study, the procedures to be followed and the significance of their participation in the study. The researcher also gave them the assurance that their responses will be treated with outmost confidentiality and as respondents they were to remain anonymous. The researcher further presented the reports from the respondents accurately without bias. The participants were then given consent form to sign showing their willingness to take part in the study. Finally, after data collection, the respondents were debriefed and assured that results of the research will be made available to the respondents and other interested stakeholders once the thesis is finally written. Results of this research methodology are described in chapter four.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter focuses on presentation, interpretations and discussion of the findings. It gives the results of descriptive and inferential statistical analyses of data derived from the research objectives that guided the study. The purpose of this study was to examine the influence of self-efficacy, academic self-concept and peer pressure on career decision making among secondary school students in Busia County, Kenya. The objectives of this study were to:

i. Examine the influence of self- efficacy on career decision making among secondary school students in Busia County.
ii. Establish the influence of academic self-concept on career decision making among secondary school students in Busia County.
iii. Determine the influence of peer pressure on career decision making among secondary school students in Busia County.
iv. Establish the relationship between self-efficacy, academic self-concept and peer pressure in influencing career decision making among secondary school students in Busia County.
v. Examine thedifferences in extent to which self-efficacy, academic self-concept and peer pressure influence career decision making among secondary school students in Busia County.

The following null hypotheses were statistically tested:

i) **H_O1:** Self-efficacy does not significantly influence career decision making among secondary school students in Busia County

ii) **H_O2:** Academic self-concept does not significantly influence career decision making among secondary school students in Busia County.

iii) **H_O3:** Peer pressure does not significantly influence career decision making among secondary school students in Busia County.

iv) **H_O4:** There is no significant relationship between self-efficacy, academic self-concept and peer pressure in influencing career decision making among secondary school students in Busia County.

v) **H_O5:**There are no significant differences in extent to which self-efficacy, academic self-concept and peer pressure influence career decision making among secondary school students in Busia County.

The first section describes the demographic characteristics of the respondents who took part in the study. Thereafter, the results are presented as per the objectives of the study.

4.2 Demographic Characteristics of the Study Sample

This section presents demographic characteristics from the respondents with respect to characteristics of the respondents and the analysis of the variables in relation to the characteristics. The demographic characteristics of the study sample are presented in descriptive and inferential statistics.

4.2.1 Demographic Characteristics of Student Respondents

This study was conducted in 28 secondary schools in Busia County. A total of 364 students were sampled from boys, girls and co-educational secondary schools to participate in the study. The data was categorical and items 1-3 in part A of appendix III required the respondents to indicate their gender, age and the type of school. Thesecharacteristics were employed as control variables on data analysis with multinomial logistic regression. The characteristicsare explained in the conceptual framework.The results on demographic characteristics are presented in Table 4.1.

Table 4.1: Demographic characteristics of student respondents

Variables	Frequency	Percentages
Gender		
Female	182	50
Male	182	50
Total	**364**	**100**
Age Distribution (Years)		
14-15	0	0
16-17	145	39.7
18-19	150	41.3
Above 20 years	69	19.0
Total	**364**	**100**
Type of School		
Boys	76	20.7
Girls	98	27.0
C-education	190	52.3
Total	**364**	**100**

Source: Field data, 2016

It can be discerned from Table 4.1 that the sample consisted of 182 (50%) male students and 182(50%) female students. Most of the respondents were aged between 18-19 (41.3%) and 16-17 (39.7%) years. This implies that students complete form four class between the ages of 17-19 years. Table 4.1 also indicate that student respondents 190 (52.3%) were from co-educational public secondary schools as compared to those from girls' 98 (27.0%) and boys' 76 (20.7%)

secondary schools. The results suggest that most schools in Busia County are co-educational public secondary schools.

4.2.2 Demographic Characteristics of Teachers in-charge of Career Guidance andCounselling in Schools

The researcher interviewed teachers in charge of guidance and counseling in sampled secondary schools and the demographic characteristics of the teachers are reported in Table 4.2.

Table 4.2: Demographic information of teachers in-charge of career guidance

Variables	Frequency	Percentages
Gender		
Female	17	60.7
Male	11	39.3
Total	**28**	**100**
Teaching Experience		
0-4	3	10.7
5-9	8	28.6
10 and above	17	60.7
Total	**28**	**100**
Level of training in career		
Certificate	14	50
Diploma	4	14.3
Degree or above	6	21.4
None of the above	4	14.3
Total	**28**	**100**

Source: Field data, 2016

From Table 4.2, it is revealed that out of 28 career guidance teachers selected for the study, 17 (60.7%) were female while 11 (39.3%) were male. This suggests that majority of female

teachers as compared to their malecounterparts were appointed in the position of career guidance in Busia County secondary schools. In terms of teaching experience, 0 – 4 years were 3 (10.7%), 5-9 were 8 (28.6%) and over 9 years were 17 (60.7%). The findings suggest that the length of service in teaching was one of the criteria used for the appointment of teachers' in-charge of career guidance and counselling. This further impliesthat teaching experience is given consideration in appointing teacher in-charge of career guidance and counseling department in school.

With regard to training in career guidance, 14 (50%) teachers in charge of guidance and counselling had attained certificate, diploma 4 (14.3%), degree or above 6 (21.4%) while those without formal certification award in career guidance were 4 (14.3%) as illustrated in Table 4.2. This suggests that majority of career guidance teachers had some basic skills and knowledge in career guidance. This finding implies that career guidance and counseling in secondary schools is manned by teachers with at least basic training in career guidance.

4.2.3 Frequency on how often Students Consulted Teachers on Career Decision Making

Research further intended to find out how often students sought career guidance from teachers while in school. Table 4.3 indicates how often students consulted teachers about their career decisions.A term is a period of 12-14 weeks of study in secondary school calendar. A programme for career guidance is planned for weekly in secondary schools. In this study the researcher was concerned with frequency in a given term students consulted teachers over career issues.

Table 4.3: Students consultation of teachers on career decision making

No. of times consulted in a term	Frequency	Percentage
1-2	84	23.1
3-4	107	29.4
5-6	43	11.8
7-8	26	7.1
9-10	21	5.8
10 and more	55	15.1
No response	28	7.7
Total	**364**	**100**

Source: Field data, 2016

From Table 4.3 it is evident that majority of students 234 (64.3%) sought for career guidance from teachers between 1 and 6 times a per term whereas 102 (28%) sought career guidance from teachers between 7to over 10 times in a term. Only 28 representing 7.7% of the total respondents reported not taking the initiative to consult teachers on career guidance. It can be interpreted that majority of secondary school students in Busia County seek career guidance from their teachers. The findings uphold the assertion by Furlong & Cartmel, (2005) that frequent consultation with career planners has positive influence on the students' decision making.

4.2.4 Information on Students' Career Choices

In this section information was sought from the students to find out whether they had made their career choice. The results are illustrated in Table 4.4.

Table 4.4: Students' career choices

Responses	Frequency	Percentage
Yes	345	94.8
No	19	5.2
Total	364	100

Source: Field data, 2016

From Table 4.4 it can be observed that majority of the student respondents 345 (94.8%) reported to have made career choices while 19 (5.2%) reported not having made their career choice. This result implies that majority of the students who participated in the current study had career choices. This further suggests that knowledge acquired from motivational speakers invited in schools or social media help students in deciding on their future career. This is so becausesocial media websites has frequently been used by youth to seek information regarding various careers, job market and knowledge about the world around them.

4.2.5 Information on Students' Career Plans

Students were to indicate whether they had career plans at present. Table 4.5 illustrates the students' responses on career plans.

Table 4.5: Responses on students' career plans

Type of responses	**Frequency**	**Percentage**
Yes	314	86.3
No	45	12.4
Non-response	5	1.3
Total	364	100

Source: Field data, 2016

As shown in Table 4.5 majority 314 (86.3%) of the student respondents indicated they had career plan while 45 (12.4%) reported not having career plan. Only 5 (1.3%) could not tell their decision. The findings suggest that majority of the students had plans for future career. This

implies that peer pressure or motivational speakers inspire students to come up with career plan. The results are consistent with the study by Padilla-Walker & Bean (2008) who pointed out that peer belongingness enhances an individual's ability to make a career plan or decision.

4.2.6 Students' Decision on Type of Future Career Choices

The study further sought to establish the students' decision on future career choice. The careers given were then coded based on Holland's (1985) code career model as explained in chapter three section 3.6.1and part B of the students' questionnaire. The findings are presented in Table 4.6.

Table 4.6: Students' decision on type of future career choices

Career Type	Frequency	Percentage
Realistic	66	18.1
Investigative	131	40.0
Artistic	26	7.1
Social	76	20.9
Enterprising	9	2.5
Conventional	37	10.2
None	19	5.2
Total	**364**	**100**

Source: Field data, 2016

From the results in Table 4.6, the investigative career type recorded the highest 131(40%) number of respondents from all the schools while enterprising 9(2.5%) was the least choice of the student respondents as compared to the rest of career options. The findings indicate that most students prefer investigative career field such as medicine and law and criminal investigation. This was probably because such career fields are well paying and prestigious. The second best preferred career choice among students was social career type like nursing and teaching. This was perhaps because they are more stable and easily available. The least preferred career type was the artistic career type which involves creativity and aesthetic work. Examples of careers within this career type include music and art. This suggests that students

are still less focused on career that may equip them with skills for self-employment and also that gender role stereotyping influences career choice and decision making. This finding concurs with the findings of Migunde, Agak & Odiwuor (2012) who carried out a study on the impact of secondary schools on students' career aspirations in Kisumu Municipality and found out that boys in schools did not choose careers from the social career types while girls in schools did not choose careers from the realistic career types.

4.2.6.1 Career Choice by Type of School Attended

The study further investigated the student career choice by type of school attended. The types of schools in this study were categorized as boys' girls' and co-educational schools. The results are presented in Table 4.7.

Table 4.7: Career choice by type of school attended

Career Type	Frequency	Percentage
Boys School		
Realistic	3	4.0
Investigative	44	57.9
Artistic	8	10.5
Social	6	7.9
Enterprising	2	2.6
Conventional	7	9.2
None	6	7.9
Total	**76**	**100**
Girls Schools		
Realistic	1	1.0
Investigative	57	58.2
Artistic	11	11.2
Social	9	9.2
Enterprising	3	3.1
Conventional	11	11.2
None	6	6.1
Total	**98**	**100**
Co-educational Schools		
Realistic	1	0.5
Investigative	116	61.0
Artistic	7	3.7
Social	34	17.9
Enterprising	3	1.6
Conventional	22	11.6
None	7	3.7
Total	**190**	**100**

Source: Field data, 2016

Analysis by type of school attended presented in Table 4.7 shows that investigative career types were most popular. In co-educational schools, out of 190 students 116 (61.0%) preferred investigative career types, in boys schools out of 76 respondents 44 (57.9%) preferred investigative while in girls' schools out of 98, 57 (58.2%) preferred to pursue career in the investigative field. The artistic and conventional career type were the second most popular in girls' school with 11 (11.2%) and 11 (11.2%) respectively. In boys artistic career was the second most popular with 8 (10.5%) while in co-educational schools the most popular was

career in the social field 34 (17.9%) and in girls schools artistic and conventional were equally popular each with 11 (11.2%). Realistic was the most unpopular career type among boys at 2 (2.7%), girls at 1(1.0%) and in co-educational schools it stood at 1(0.5%). The findings show that regardless of type of school both males and females prefer similar careers. This suggests that gender role stereotyping is no longer a barrier on career choice as these results show that both male and female students tend to choose similar careers. This finding agrees with Soo (2013) who argued that school type attended by students had insignificant influenceon career decision making.

4.2.7 Reasons for Students' Career Decision Making

The study also investigated reasons that motivated student towards career choice. The study aimed at finding out reasons for students' career choice. The reasons were organized in four categories for ease of analysis as; to grow professionally, to serve mankind, meet family expectations and make myself happy (see chapter three). The results are presented in figure 4.1

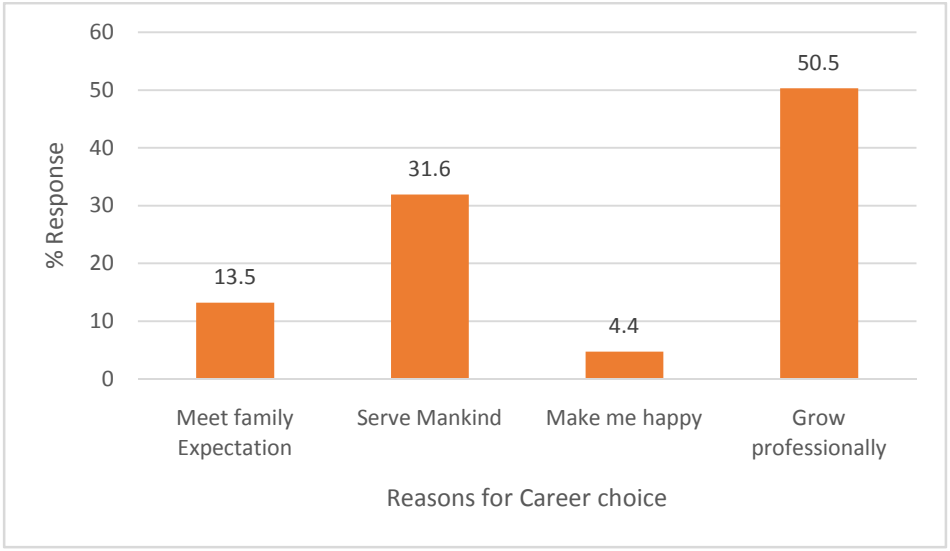

Figure 4.1: Reasons for career choice among secondary school students in BusiaCounty

The results displayed in figure 4.1 show that, majority 184 (50.5%) of the students reported that they chose career that would make them grow professionally, 115 (31.6%) reported that they would like to serve mankind and deliver services accordingly. Some 49 (13.5%) indicated family expectations motivated towards career choice, while 16 (4.4%) reported that they would like to pursue the stated career so as to be happy. The results in figure 4.1 suggest that most secondary school students in Busia County prefer careers that would make them grow professionally.This finding is supported by Hewitt (2009); Perera & Velummayi-lum (2008) assertion that people tend to avoid careers with stereotype repercussions undermining professional growth.

4.3Influence of Self-Efficacy on Career Decision Making among Secondary SchoolStudents

The first objective of the study was to examine the influence of self- efficacy on career decision making among secondary school students in Busia County. Data from students was collected using a questionnaire modified from career decision making self-efficacy scale developed by Betz, Klein and Taylor (1996) as shown in appendix III part B).The results are presented in the Table 4.8.

Table 4.8: Descriptive statistics of self-efficacy responses on career decision making

Self-Efficacy statement	Mean	SD
1. How confident can you get teachers to help you when you get stuck on career decision?	3.94	1.200
2. How confident can you express your opinions when other classmates disagree with you on career choice?	4.13	1.261
3. How confident do you succeed in cheering yourself up when an unpleasant event has happened regarding your career choice?	3.33	1.402
4. How confident can you study when there are other interesting things to do?	3.40	1.303
5. How confident do you succeed in becoming calm again when you are very scared of career option?	3.23	1.324
6. How confident can you become friends with other students discussing your career?	4.17	1.222
7. How confident can you have a chat with an unfamiliar person about your career choice	3.04	1.465
8. How confident do you succeed in finishing all your academic assignments every day	4.18	1.098
9. How confident can you work in harmony with your classmates regarding career decision?	4.21	1.118
10. How confident can you control your feelings about career decision making?	4.15	1.097
11. How confident can you pay attention during career guidance?	4.63	.890
12. How confident can you tell other students about your future career path?	4.29	1.102
13. How confident can you engage a person with similar career thought like yours?	4.26	1.163
14. How confident do you succeed in understanding all subjects in school?	3.64	1.180
15. How confident can you tolerate fun from peers regarding your career decision	2.96	1.518
16. How confident do you succeed in satisfying your parents in your academics with regard to your career decision	4.18	1.126
17. How confident do you succeed in suppressing unpleasant thoughts about your career decision	3.47	1.444
18. How confident do you succeed in passing a test	4.37	1.152
19. How confident do you succeed in withstanding arguments with other students about your career choice?	3.88	1.315
20. How confident do you overcome worries about things that might happen about your career decision	3.67	1.355
21. Average	**3.85**	**1.348**

Source: Field data, 2016

The results in Table 4.8 show that the self-efficacy variable scores attained an average mean=3.85; *SD*=1.348 against the maximum mean of 5.00. This suggests that most of the self-efficacy variable scores were rated above the average mean, (see appendix III part B). The

results further indicate the variable score on how confidence one paid attention during career guidance attained the highest mean =4.63; *SD*=0.890. The second highest was; how confidence do you succeed in passing a test with mean=4.37; *SD*=1.152. The results suggest that students who feel high in self-efficacy are more likely to be confident in career decision making as compared to those who feel low in self-efficacy.

The statement on how confident can you tolerate fun from peers regarding your career decision had the lowest mean=2.96; *SD*=1.518. Besides, the second lowest was how confident can you have a chat with an unfamiliar person about your career choice mean=304; *SD*=1.465. The results suggest that students who feel low in self-efficacy are more likely to show low confidence in career decision making. Based on this descriptive analysis it is likely that students' level of self-efficacy influences career decision making.

The results of the current study are consistent with Sharma and Nasa, (2014); Kirmizi, (2015) who posited that an individual'sself-efficacy is closely intertwined with a person's experiences, competencies and developmental tasks at different stages in life. The findings further concur with Bandura (1997) assertion that self-efficacy can be built on four sources of feelings, namely, enactive mastery experience, vicarious experience, verbal or social persuasion, and emotional arousal. However, when small failures are encountered, the individual has the opportunity to make adjustments and to exercise better control over what is taking place.

4.3.1 Hypothesis Testing of the Influence of Self-efficacy on Career Decision Makingamong Secondary School Students

The first null hypothesis (**H_O1**) stated that self-efficacy does not significantly influence career decision making among secondary school students in Busia County. Before runningmultinomial

logistic regression (MLR),Spearman's correlation coefficient (r_s) statistic was computed to examine the correlation between the variables as a preliminary check for multicollinearity problems in the regression analyses.Ther_s was used to test the strength, direction and significance level of the relationship between self-efficacy and career decision making. The r_s statistic was tested at $\alpha = 0.05$. The results of the Spearman's correlation coefficient analysis are presented in Table 4.9.

Table 4.9: Spearman's correlation showing relationship between self-efficacy and career decision making

Spearman's (r_s)		Self-efficacy	Career Decision
Self-efficacy	Correlation Coefficient	1.000	
	Sig. (2-tailed)	.	
	N	364	
Career Decision	Correlation Coefficient	-.236**	1.000
	Sig. (2-tailed)	.000	.
	N	364	364

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

Source: SPSS output, 2016

The results of theSpearman's correlation statistic as shown in Table 4.9 indicates a weak negative significant correlation between self-efficacy and career decision making among students (r_s (364)= -0.236**, p=0.001) at α=0.05. This result implied that there was inverse significant relationship between student self-efficacy and career decision making among secondary school students in Busia County. The results of weak negative significant correlation between self-efficacy and career decision making suggest that other variables not included in this study such as parental role and social media may have strong influence on career decision making as compared to self-efficacy. For instance,the current global village, social media influence is increasing on the perception and career decision making becauseit exposes

information to students on various professions.These findings led to rejection of the null hypothesis and conclusion that self-efficacy significantly influences career decision making among secondary school students in Busia County.

The results are in harmony with 19 out of 28 career guidance and counseling teachers who reported that:

> *'Students who are academically focused and committed strived to get information that will help them make proper choice of career for post-secondary education. However weak students show little interest even in talking about their career aspirations'*

The findings are in tandem with Adeyemo, (2007); Bembenutty, (2007); Campbell, (2007); Elias & MacDonald, (2007); Hsieh, Sullivan & Guerra, (2007); Kek,Darmawan & Chen, (2007); Klomegah, (2007); Vuong, Brown-Welty & Tracz , (2010) who argued that students with high self-efficacy level strive to engage in career search than their counterparts with low self-efficacy. The findings further affirm the claim in social cognitive theory by Lent, Brown & Hackett (2000) that self-efficacy influences one's interest in career exploration. The theory also asserts that students develop self-efficacy to pursue careers perceived to provide positive outcome. However, these results are contrary to Abesha (2012) who asserted that self-efficacy was insignificantly related to career decision making. The difference could arise due to that factor that this study was conducted among students in post-secondary institutions in developed nations, with different educational background and exposure, unlike the current study whose sample study consisted of form four students in secondary schools in developing nation where the secondary school national examination is considered critical for future post-secondary career placement. From the findings and discussions, the null hypothesis that self-efficacy does not

significantly influence career decision makingwas rejected and concludedthat self-efficacy significantly influences career decision making among secondary school students in Busia County.

After Spearman's correlation test confirmed presence of significant correlation between self-efficacy and career decision making, further analysis with multinomial logistic regression model (MLR) was done. The MLR was run to establish the influence of independent variables on the outcome variable that contributed to significant relationship between self-efficacy and career decision making. The MLR was also usedbecause the technique ismore robust to violations of assumptions of multivariate normality and linearity. Secondly, the independent variables were categorical and the outcome variable was on nominal scale.

4.3.2 Hypothesis test with Multinomial Logistic Regression Analysis on Self-efficacy and Career DecisionMaking.

Based on further analysis withMLR, the demographic characteristics (i.e. age, gender, and type of schools attended) were included in the model as the control variables. They were coded as follows: age; 14-15 years =1, 16-71 years =2, 18-19 years =3, above 20 years =4. Gender; Female = 0, Male = 1. Type of school; boys = CT1, girls=, CT2 and co-educational = CT3. First the MLR was run and the self-efficacy variable scores in Table 4.10 were found statistically significant and fitted in the MLR models (see appendix IX). The self-efficacy variable scores that significantly fitted in the MLR models are indicated in Table 4.10.

Table 4.10: Self-efficacy variable scores that fitted in multinomial logistic regression model

Variable Label	**Self-efficacy variable scores**
1b	How confident can you seek help from teachers on career decision making?
2b	How confident can you express your opinion when other classmates disagree with you on your career choice?
6b	How confident can you become friends with other students discussing your career?
9b	How confident can you work in harmony with your classmates regarding career decision?
10b	How confident can you control your feelings about career decision making?
15b	How confident can you tolerate fun from peers regarding your career decision?
17b	How confident do you succeed in suppressing unpleasant thoughts about your career decision?
18b	How confident can you proudly talk about your future career?
19b	How confident do you succeed in withstanding arguments with other students about your career choice?
20b	How confident do you overcome worries about things that might happen about your career decision?
Age 1	14-15 years
Age 2	16-17 years
ge 3	18-19 years
Male	Male students in either boys' or co-educational schools
Female	female students in either girls' or co-educational schools
CT1	Boys' schools
SCT2	Girls' schools

Source: Field Data, 2016

The variables presented in Table 4.10 were applied in Table 4.11 and Table 4.12. The first consideration in MLR analysis was to establish the MLR overall model fitting criteria and the variance in the independent variables. The results are presented in Table 4.11.

Table 4.11:The multinomial logistic regression model fit and variance for self-efficacy

Model	Model Fitting Criteria	Likelihood Ratio Tests		
	-2 Log Likelihood	Chi-Square	Df	Sig.
Intercept Only	634.605			
Final	528.621	105.984	60	.000
Pseudo R-Square(R^2)		Percentage	Percentage variation	
Model 1	.305	30.5	69.5	
Model 2	.313	31.3	68.7	
Model 3	.331	33.1	66.9	
Model 4	.356	35.6	64.4	

Source: SPSS output, 2016

The results in table 4.11 illustrates that the variables significantly fitted in the model (X^2(60, N = 364) = 105.984, p<.05). These imply that the variables gave a good model fit and were statistically significant in explaining the variations. From R^2 in Table 4.11, the proportion of the variance which was accounted for by a set of self-efficacy variable scores in the first model was 0.305, model two accounted for 0.313, model three 0.331and model four 0.356. This suggests that (30.5%) (31.3%) (33.1%) (35.6%) respectively of the variability was explained by these variables used in the model. Although the difference in variance was statistically significant, the effect size was found to be small. (R^2= .0.305, 0.313 0.331and 0.356).This suggests that other variables outside the current study such as social media and influence from parents were highly significant on career decision making as compared to self-efficacy.These results further imply that though the relationship between self-efficacy and career decision making was significant but the strength in variability was small.

With respect to MLR analysis model the intention was to establish the relative risk ratio (rrr) in showing the contribution of each variable in the models. Standard interpretation of the rrr is for a unit change in the predictor category as compared to the referent category (strongly disagree).

The rrr less than 1 indicate a lower likelihood for the event of interest whereas rrr greater than 1 indicate greater likelihood for the event of interest (Rosenthal, 2001).

The comparison categories were disagreed, undecided and agreed while the referent category in this study was strongly disagreed. Control variables namely; gender, age and type of school attended in model 2, 3 and 4 respectively (see Table 4.10 and appendix IX).The results of regression are presented in Table 4.12 and note that reference is drawn from Table 4.10 in explaining the variable scores in the models.

Table 4.12: Multinomial logistic regression analysis of the self-efficacy and career decision making

Variable	Model 1	Model 2	Model 3	Model 4
		Disagree versus Strongly Disagree		
2b	0.520*(0.288- .940)	0.519*(0.286-0.941)	.505*(0.276-0.923)	.549#(0.299-1.006)
6b	1.344#(0.956-1.889)	1.339#(.951-1.885)	1.380#(0.972-1.959)	1.336(0.933-1.913)
9b	0.588#(0.344-1.006)	.607#(.354-1.042)	0.608#(0.354-1.045)	0.638(0.370-1.100)
19b	0.552*(0.311-0.874)	.520*(.307-.882)	0.510*(0.297-0.877)	0.543*(0.316-0.933)
Female		65656	0.506(0.222-1.156)	.480(0.114-2.015)
Age-1				
Age-2			1.124(0.357-3.538)	.750(0.228-2.468)
Age-3			.804(0.249-2.594)	.471(0.134-1.661)
SCT1				.254#(0.064-1.014)
SCT2				.335#(0.092-1.217)
		Undecided versus Strongly Disagree		
2b	0.332***(0.179-0.614)	.328***(0.176-0.608)	.315***(0.168-0.591)	.340**(0.181-0.640)
6b			1.440#(0.956-2.167)	
9b	0.498*(0.279-0.890)	.515*(0.287-0.924)	.508*(0.283-0.913)	.532*(0.295-0.958)
10b	1.604#(0.945-2.724)	1.559(0.915-2.657)	1.616#(0.943-2.770)	1.561(0.911-2.674)
18b				.599#(0.340-1.057)
19b	0.471**(0.271-0.816)	0.469**(0.267-0.823)	.454**(0.255-0.807)	.486**(0.274-0.865)
Female		.678(0.260-1.771)	.690(0.262-1.816)	.550(0.112-2.697)
Age-1				
Age-2			.817(0.222-3.012)	.509(0.130-1.994)
Age-3			.513(0.136-1.937)	.279#(0.066-1.178)
SCT1				.189*(0.038-.943)
SCT2				.371(0.085-1.621)
		Agree vs Strongly Disagree		
1b	0.366*(0.137-0.972)	0.355*(0.131-0.960)	.320*(0.111-.924	.249*(0.071-0.878)
2b	0.290*(0.107-0.788)	0.286*(0.105-0.778)	.249*(0.090-0.692)	.328*(0.111-0.966)
6b	8.597*(1.194-61.887)	8.647*(1.177-63.546)	8.057#(0.9870-65.777)	5.394(0.451-64.522)
15b	2.587#(0.856-7.815)	2.623#(0.864-7.961)	2.515(0.820-7.715)	2.474(0.756-8.091)
17b	2.461#(0.884-6.855)	2.477#(0.878-6.984)	2.419#(0.857-6.829)	2.537(0.813-7.918)
18b	0.357*(0.134-0.951)	.356*(0.133-0.952)	.398#(0.148-1.071)	.241*(0.066-.870)
20b	0.409#(0.142-1.173)	.401#(0.137-1.176)	.386(0.123-1.216)	.320#(0.089-1.154)
Female		.695(0.090-5.362)	.535(0.066-4.346)	.714(0.062-8.269)
Age-1				
Age-2				.023(0.000-2.127)
Age-3				

Note: # p < 0.10; *p < 0.05; **p < 0.01; ***p < 0.001; 95% confidence interval in parentheses

Source: SPSS output, 2016

The following is the interpretation of the multinomial logistic regression in terms of rrr after running the MLR models as indicated in Table 4. 12.

In reference to disagree versus strongly disagree, the results in Table 4.12, model 1 revealed that variable on how confident can you express your opinion when other classmates disagree with you on your career choice (2b) was statistically significant in distinguishing between respondents who chose disagree as compared to those who chose strongly disagree by relative risk ratio (rrr) of 0.520 (48%), $p< 0.05$. This suggests that more respondents were less likely to express your opinion when they disagree with the classmates on career decision making. In model 2 when gender was controlled for, the rrr for 2b increased from 48% to 48.1% ($p<0.05$). This implies more student were likely to disagree as compared to when gender was not controlled in model I. In Model 3 when age was controlled for, 2b was still significant with rrr increased to 50.4 % ($p<0.05$) from 48.1%. This suggests that when age was controlled for, approximately half the number of respondents was more likely to disagree as compared to strongly disagree on 2b in relation to self-efficacy on career decision making. However, in model 4 when type of school was controlled for, 2b was insignificant in distinguishing between respondents who chose disagree as compared to those who chose strongly disagree with rrr decreased to 45.1% ($p>0.05$). This suggests that gender and age as compared to the type of school attended were significant factors of self-efficacy in career decision making with regard to 2b.

Self-efficacy variable score on confidence in withstanding arguments with other students about your career choice (19b) as indicated in Table 4.10 was a significant distinguishing variable between the group of respondents who disagreed and those who strongly disagreed by 44.8% ($P< 0.05$) given that other variables in the model were held constant. This implied that 44.8% of students were less likely to withstand argument with fellow students about career decision makng. In Model 2 when gender was controlled, 19b was still significant and rrr increased to

48% (p<0.05). In Model 3 when age was controlled rrr increased further to 50.9 %(p<0.05). Surprisingly when type of school was controlled for in Model 4, rrr for 19b decreased to 45.78% (p<0.05). This implies that 19b as a variable score of self-efficacy in career decision making was less likely to be preferred by respondents who disagreed as compared to those who strongly disagreed.

The findings of the study concur with the control variables in the theoretical framework in figure 1.1 that type of schools, gender and age of students may directly influence career decision making.These results corroborate with the study by Adeyemo (2007) who found that students with positiveself-efficacy engage in career decision making. The findings further agree with Andika *et al.,* (2013) who argued that self-efficacy correlates with achievement motivation. However, the results were in variance withAbesha (2012) who reported that self-efficacy was not significantly related to career decision making. The differences in results could be that prior study was conducted among students in post-secondary institutions in developed nations with different educational background and exposure unlike the current study whose sample study consisted of form four students in secondary schools in Kenya where final secondary school examination is considered critical for future post-secondary career placement and education.

With respect to undecided as compared to the referent category, results in Table 4.12, model 1 show that self-efficacy variable scores; 2b, confidence to work in harmony with your classmates regarding career decision (9b) and 19b were statically significant in differentiating between the student who were undecided compared to those who strongly disagreed by rrr of 66.8%(P< 0.001), 50.2% (p<0.05), and 52.9%(p<0.01) respectively. This implies that more respondents were unlikely to choose undecided relative to strongly disagree with regard to 2b, 9b and 19b as

variables influencing career decision making among students.In model 2 when gender was controlled, 2b had rrr of 67.2% (P<0.001). This suggests that female students were less likely to be in the group those respondents who chose undecided as compared to referent category. In model 3 rrr for 2b increased to 68.5% (p<0.001 while in model 4 decreased to 66% (p<0.001).

Moreover, self-efficacy variable score 9b had rrr of 48.5% (p<0.05) in model 2 increased to 49.2% (p<0.05) in model 3 and rrr decreased to 46.8% (p<0.05) in model 4. This suggests that 9b was a significant distinguishing factor between respondents who were undecided relative to those who chose strongly disagree that self-efficacy influence career decision making among secondary school students in Busia County.

In model 2 self-efficiency variable score 19b was statistically significant in differentiating between the students who were undecided compared to those who strongly disagreed by rrr of 53.1% (p<0.01), in model 3 when age was controlled for rrr increased to 54.6% (p<0.01) and decreased to 51.4% (p<0.01) in model 4 when type of school was controlled for.

The results of model 1, 2, 3 and 4 suggest that more students were less likely to choose undecided as compared to strongly disagree. The results further reveal that type of school was less likely to affect students' self-efficacy on career decision making as compared to gender and age. This is probably the schools in Busia county have similar socio-economic background that do not alter the school status with regard to their categories.

These findings concur with Crisan & Turda (2015) who postulated that self-efficacy in career decision making represents the confidence of individuals' engagement in activities associated with choosing a career path. In addition, Tang, Pan, & Newmeyer, (2008); Ojeda, Huang, Gee

& Lee (2006) also argue that high levels of confidence in self-efficacy give rise to positive career behaviours amongst students.

With regard to agree versus strongly disagree, the results in Table 4.12, model I show that self-efficacy variable scores; how confident can you seek help from teachers on career decision making (1b), was statistical significant in differentiating between those who chose to agree against the referent category by rrr 63.4% (p<0.05). This suggests that the likelihood of respondents choosing agree relative to strongly disagree decreased below one unit change. This further imply that majority of students were less likely to agreed that had confident seeking help from teachers on career decision making.In model 2 when gender was controlled the choice of agree compared to strongly disagree for 1b was 64.5% (p<0.05). In model 3 when we controlled for age the rrr increased to 68% (p<0.05) and in model 4 when type of school was controlled the rrr increased further to 75% (p<0.05). This implies that with additional control variables, the likelihood of choosing agree relative to strongly disagree in self-efficacy variable score 1b increased closer to maximum likelihood ratio of 1. This further suggests that controller variable influenced self-efficacy under 1b as indicated in Table 4.10.

In model 1, 2, 3 and 4 the variable score 2b was statistically significant in differentiating between the students who were agreed compared to those who strongly disagreed, the rrr in model was 71% then increased to 71.4% in model 2. In model 3 increased to 75.1% while in model 4 when type of school was controlled for rrr decreased to 67.2%. All were statistically significant at p<0.05. The results for 2b suggest that type of school was less likely to affect self-efficacy in career decision making as compared to gender and age of the students.

Self-efficacy variable score 6b was statistically significant with greater likelihood ratio 8.597times (p<0.05) in model 1 then increased to 8.647 times (p<0.05) for the respondents to agree as compared to strongly disagree. However the variable became insignificant when age and type of school were controlled for in model 3 and 4 respectively. This suggests that more students were friendly to discuss their career with other students with respects to gender than age and type of school attended in Busia County secondary schools.

With variable score; how confident can you proudly talk about your future career (18b), rrr in model 1 was 64.3%, model 2 increased slightly to 64.4% and was insignificant in model 3 when age of students was controlled. However, when the type of school was controlled for in model 4 rrr increased to 75.9% (p<0.05). This implies that school attended improved students confidence to proudly talk about their future career.

The findings on agree versus strongly disagree category are in agreement with views of Phan (2012); Pampaka *et al.,* (2011); Louis & Mistele (2011) who reported that regardless of age, gender or origin, a student with higher sense of self-efficacy will exhibit better career decision making. They concluded that self-efficacy is a good predictor of the academic achievement and career decision making. These findings are also in agreement with suggestions by Lopez & Ann-Yi, (2006); Crisan & Turda (2015) that self-efficacy is influenced by both individual variants such as gender and contextual factors such as family background.

The results of MLR indicate the self-efficacy variable scores tested were statistically significant in predicting self-efficacy on career decision making.For instance, self-efficacy variable scores; 6b and 10b were significant with arelative risk ratio of greater than 1 times, unit change between the respondents who preferred comparison categoryas compared to those who preferred the referent category. The results of MLR in Table 4.12 also match that of Spearman's

correlation in Table 4.9 which found significant correlation between self-efficacy and career decision making. Therefore, following the findings, the null hypothesis that self-efficacy does not influence career decision making was rejected and concluded that self-efficacy influence career decision making among secondary school students in Busia County.

4.4 Academic Self-Concept on Career Decision Making among Secondary SchoolStudents

The second objective of the study was to establish the influence of academic self-concept on career decision making among secondary school students in Busia County.The null hypothesis tested was thatacademic self-concept does not significantly influence career decision making among secondary school students.

Academic self-concept was measured using the Academic Self-Concept Scale (ASCS) developed by (Reynolds, Ramirez, Magrina & Allen, 1980). The scale was employed to measure how one feels about his/her academic ability. The ASCS consisted of 20 statements testing on academic self-concept among students. Participants were asked to rate the items on a 5-point Likert type scale ranging from 1 (strongly disagree) to 5 (strongly agree). The results for objective two present descriptive analysis of the variables followed by testing of the null hypothesis.

4.4.1 Descriptive analysis of Academic Self -Concept on Career Decision Making amongSecondary School Student

This section present results on the analysis of academic self -concept on career decision making among secondary school students across descriptive variables such as students' level of satisfaction with future career, academic self-concept on career choice, academic ability on career choice and responses on academic self-concept scale (see appendix III part C).

4.4.1.1 Information on Students' level of satisfaction with future career

The students were further asked to state whether they were satisfied with the type of career they have selected. Table 4.13 illustrates the students' response on career choice satisfaction.

Table 4.13: Response on students' level of satisfaction with future career

Responses	Frequency	Percentage
Yes	334	91.8
No	30	8.2
Total	364	100

Source: Field data, 2016

From Table 4.13 it is evident that of the 364 respondents majority, 334 (91.8%) agreed to be satisfied with the career choice they had made. Only 30 (8.2%) reported to be dissatisfied with the career choice they had made. The least number of dissatisfaction is an indication that they were still either making a choice or had no enough advice concerning career choice. The findings also imply that most (91.8%) students were satisfied with future career they intended to undertake.

4.4.1.2 Students' level of Satisfactions with Academic Performance

The respondents were asked to state their level of satisfaction academic performance with regard to career decision making. The results are presented in Table 4.14.

Table 4.14: Response on students' level of satisfactions with academic performance

Responses	Frequency	Percentage
Yes	245	67.3
No	119	32.7
Total	364	100

Source: Field data, 2016

The results in Table 4.14 show that majority 245 (67.3%) of the respondents were satisfied with their academic performance whereas only 119 (32.7%) out of the 364 respondents reported not to be satisfied with their academic performance. These results suggest that most (67.3%) students were satisfied with their academic performance.

4.4.1.3 Students' Ability on Career Choice

Further the respondents were asked about the influence of academic ability in career choice. The results are reported in Table 4.15.

Table 4.15: Influences of academic ability on career choice

Responses	Sample size	Percentage
Yes	297	81.6
No	67	18.4
Total	364	100

Source: Field data, 2016

The results in Table 4.15 show that majority 297 (81.6%) of the respondents agreed that academic ability had an influence in determining career choice while 67 (18.4%) had contrary opinion. These results imply that majority 81.6% of students are of the view that career choice affects one's academic ability or focus. This also implies that student interactions with motivational speakers invited to address them influences their attitude towards academic ability and career choice.

4.4.1.4 Descriptive analysis of Academic Self-Concept Responses on Career DecisionMaking

The respondents were given 20 academic self-concept statements on a Likert scale from which they responded to. Various variables were analyzed to determine the extent to which academic self-concept influenced making career decisions. The results are presented in Table 4.16.

Table 4.16: Descriptive analysis of academic self-concept responses on career decisionmaking

Academic Self-concept Test	Mean	SD
1. Being a student is a very rewarding experience.	4.54	.717
2. If I try hard enough, I will be able to get good grades.	4.71	.664
3. Most of the time my efforts in school is rewarded.	3.95	1.046
4. All in all, I feel I am a capable student.	4.43	.890
5. I do well in my subjects given the amount of time I dedicate to studying.	4.00	.971
6. Others view me as intelligent.	3.86	1.013
7. Most subjects taught at school are easy for me.	3.17	1.187
8. Most of my teachers think that I am good student in academics	3.92	1.019
9. All in all, I am proud of my grades in school.	3.40	1.284
10. Most of the time while taking a test in classroom I feel confident.	4.00	1.010
11. I feel capable of helping others with their class work.	4.03	1.068
12. I am satisfied with the class assignments I hand in for marking	3.71	1.190
13. I have no doubts that I will do well in my final examination	4.48	1.049
14. I am good at scheduling my study time	3.85	1.091
15. I have a fairly clear sense of my academic goals	4.17	.893
16. I enjoy doing my schoolwork	4.32	.887
17. I consider myself a very good student	4.22	.955
18. I usually get the grades I deserve in class	3.28	1.229
19. I usually feel on top of my work by the end of the learning period	3.60	1.223
20. I feel that I am better than the average student	3.70	1.249
21. Average	**3.97**	**1.032**

Source: Field data, 2016

It can be understood from Table 4.16 that the academic self-concept variable scores had mean=3.98; *SD*=1.032 as compared to the maximum mean of 5.00(see appendix III part C). This implies that academic self-concept variable scores rated above the average mean. The results further show that variable score on; If I try hard enough I will be able to get good grades attained the highest mean =4.71; *SD*=0.664. The second highest was; being a student is a very rewarding experience with mean=4.54; *SD*=0.717. The results suggest that students with high academic self-concept are more likely to engage in career decision making.

The variable score on most subjects taught at school are easy for me had the lowest rating mean=3.17; *SD*= 1.187. Moreover, the second lowest was, I usually get the grades I deserve in class mean=3.28; *SD*=1.229. The results suggest that students were not confident to proclaim their academic ability in subjects as well as in the grades they score. Based on this descriptive analysis it is likely that students' level of academic self-concept affects career decision making among students.

The findings of the current study are in agreement with Rayner and Devi's (2001)assertion that academic self-concept is formed through experiences with the environmental reinforcements. This concept also reflects a person's judgment of self, based on the way they weigh the importance of their success and academic self-concept. (Bakari and Balarabe, 2013). The findings also concur with the view of Jackson, Kacanski, Rust and Beck (2006) that poor academic performance among adolescents is a threat to the self-concept which may elicit self-projective behaviour such as disbelief in one's academic endeavour such as career decision making.

4.4.2 Hypothesis testing on Influence of Academic Self-concept on Career DecisionMaking.

The second null hypothesis **(H_O2)** stated that academic self-concept does not significantly influence career decision making among secondary school students in Busia County.Before running multinomial logistic regression,Spearman's correlation coefficient (r_s) statistic was computed to examine the correlation between the variables as a preliminary check for multicollinearity problems in the regression analyses. The (r_s) statistic tested at $\alpha = 0.05$ was run to establish the correlation betweenself-efficacy and career decision makingamong secondary

school students. The results of the Spearman's correlation coefficient analysis are presented in Table 4.17.

Table 4.17: Spearman correlation showing relationship between academic self-concept andcareer decision making.

Spearman's r_s		Academic self-concept	Career Decision
Academic self-concept	Correlation Coefficient	1.000	
	Sig. (2-tailed)	.	
	N	364	
Career Decision	Correlation Coefficient	-.208**	1.000
	Sig. (2-tailed)	.000	.
	N	364	364

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

Source: SPSS output, 2016

It can be discerned from Table 4.17 that academic self-concept had a weak negative significant correlation with student career decision making (r_s (364) = -0.208, p= 0.001)atα=0.05.The results suggest an inverse relationship between academic self-concept and career decision making among students.

The findings agree with the evidence from obtained from document analysis where most schools had programmes or general guidance and counseling. Only 4 out of 28 schools sampled for the study conducted career day once annually. This implies that most students lacked necessary information required for career decision making.

These results concur with Nasir & shiang (2012) & Arudo (2008) who found that students with higher academic self-concept or higher academic positive outlook had higher level of career awareness and career choice. The study findings further corroborate with Marsh & Seaton (2012) who claimed thatacademic self-concept has a reciprocal relationship with career decision making. The findings further agree with assertion in Super (1990) theory that the relationship

between academic self-concept and career decision making has a reciprocal between the individual and academic ability.

From the results of the spearman's correlation analysis, the null hypothesis stated that academic self-concept does not significantly influence career decision making among secondary school students was rejected and concluded that academic self-concept influence career decision making.

Since Spearman's correlation test was significant, further analysis using multinomial logistic regression model (MLR) was run to establish the independent variables on the outcome variable that contributed to significant relationship between self-efficacy and career decision making as indicated in appendix X. The variables that fitted in the model are presented in Table 4.18.

Table 4.18: Academic self-concept variable scores that fitted in multinomial logistic regressionmodel

Variable Label	Academic self-concept variable scores
1c	Being a student is a very rewarding experience.
5c	I do well in my subjects given the amount of time I dedicate to studying.
8c	Most of my teachers think that I am a good student in academics
9c	All in all, I am proud of my grades in school.
10c	Most of the time while taking a test in classroom I feel confident.
11c	I feel capable of helping others with their class work.
14c	I am good at scheduling my study time.
16c	I enjoy doing my schoolwork.
17c	I consider myself a very good student.
19c	I usually feel on top of my work by the end of the learning period.
Age 1	14-15 years
Age 2	16-17 years
Age 3	18-19 years
SCT 1	Boys school type
SCT 2	Girls school type
Female	Female students in either girls or educational school

Source: Field data, 2016

The second consideration in MLR model was to establish the First the MLR overall model fitting criteria and the variance in the independent variables was analyzed in the MLR. The results are presented in Table 4.19.

Table 4.19: The multinomial logistic regression model fit and variance for academic self-concept

Model	Model Fitting Criteria	Likelihood Ratio Tests		
	-2 Log Likelihood	Chi-Square	Df	Sig.
Intercept Only	618.465			
Final	509.066	109.399	63	.000
Pseudo R-Square		Percentage	Percentage variation	
Model 1	.309	30.9	69.1	
Model 2	.319	31.9	68.1	
Model 3	.341	34.1	65.9	
Model 4	.367	36.7	63.3	

Source: SPSS output, 2016

The results in table 4.19 reveals that the variables significantly fitted in the model (X^2(63, N = 364) = 109.399, p<.05). From Table 4.19, the proportion of the variance in R^2 was accounted for by a set of academic self-concept variable scores in the first model was 0.309 of variation, model two accounted for 0.319, model three 0.341and model four 0.367 suggesting that (30.9%) (31.9%) (34.1%) (36.7%) respectively of the variability was explained by these variables used in the model. These results suggest that though the relationship between academic self-concept and career decision making was significant but the strength in variability was small.

Table 4.18 indicates the academic self-concept variable scores that were significantly accounted for career decision making from which reference is made explanation of the MLR modelspresented in Table 4.20.

Table 4.20: Multinomial logistic regression analysis of academic self-concept on career decision making

Variable	Model 1	Model 2	Model 3	Model 4
		Disagree versus strongly Disagree		
1c	.276*(0.088-0.860)	.280*(0.092-0.854)	.275*(0.089-0.845)	.229*(0.071-0.736)
5c	1.624#(0.954-2.764)	1.612#(0.934-2.783)	1.616#(0.927-2.817)	1.601(0.904-2.837)
9c			.680#(0.442-1.047)	.658#(0.431-.006)
11c	.352**(0.161-0.768)	.366*(0.167-0.802)	.353*(0.161-0.776)	.360*(0.158-0.821)
17c	1.630#(0.971-2.736)	1.720*(1.005-2.945)	1.728#(0.993-3.009)	2.004*(1.126-3.565)
19c	.559*(0.323-0.966)	.553*(0.320-0.957)	.507*(0.284-0.908)	.483*(0.269-0.868)
Female		.491(0.196-1.233)	.484(0.191-1.228)	.396(0.085-1.844)
Age-1				
Age-2			2.234(0.616-8.098)	1.500(0.409-5.505)
Age-3			1.324(0.369-4.750)	0.745(0.198-2.798)
SCT1				.208*(0.044-0.970)
SCT2				.325#(0.090-1.171)
		Undecided versus strongly Disagree		
1c	.288*(0.090-0.926)	.289*(0.092-0.905)	.275*(0.087-0.869)	.227*(0.069-0.751)
8c	0.559#(0.305-1.023)	.553#(0.300-1.017)	.534#(0.285-1.003)	.535#(0.282-1.013)
11c	0.404*(0.180-0.907)	.414*(0.184-0.932)	.397*(0.176-0.899)	.408*(0.174-0.958)
17c	1.618#(0.915-2.861)	1.704#(0.946-3.069)	1.709#(0.935-3.125)	1.991*(1.066-3.718)
19c	0.500*(0.280-0.893)	.496*(0.278-0.886)	.461*(0.249-0.853)	.437**(0.235-0.8140
Female		.671(0.244-1.849)	.657(0.236-1.833)	.544(0.104-2.847)
Age-1				
Age-2			1.723(0.417-7.123)	1.140(0.269-4.837)
Age-3			.891(0.219-3.623)	.486(0.112-2.114)
SCT1				.195#(0.036-1.047)
SCT2				.296#(0.070-1.246)
		Agree versus strongly Disagree		
1c	0.106*(0.013-0.864)	.110*(0.014-0.865)	.088*(0.009-0.882)	.077#(0.005-1.148)
10c			8.018#(0.777-82.723)	10.087#(0.668-152.428)
14c	19.369*(1.043-359.586)	24.705*(1.109-550.405)	45.710#(0.875-2389.128)	160.327#(0.485-53052.979)
16c		.282#(0.0630-1.259)	.186#(0.028-1.254)	.074#(0.004-1.308)
19c			.285#(0.081-1.005)	.167*(0.033-0.848)
Female		.173(0.015-2.009)	.101(0.004-2.853)	.118(0.002-5.780)
Age-1				
Age-2			66145393.795(0.000-.c)	22812374.778(0.000-.c)
Age-3			88007263.351(0.000-.c)	46545031.420(0.000-.c)
SCT1				1.159(0.000-.c)
SCT2				.010(2.256E-05-4.249)

Note: # p < 0.10; *p < 0.05; **p < 0.01; ***p < 0.001; 95% confidence interval in parentheses

Source: SPSS output, 2016

The following is the interpretation of the multinomial logistic regression in terms of rrr after running the MLR models as indicated in Table 20.

With respect to disagree versus strongly disagree, the MLR results in Table 4.20, model I show that variable score; being a student is a very rewarding experience (1c), I feel capable of helping others with their class work (11c) and I usually feel on top of my work by the end of the learning period (19) on academic self-concept influencing career decision making were statistically significant. For a unit increase in 1c, 11c, and 19c the rrr of choosing disagree over strongly disagree increased by 72.4% *(P*<0.05) 64.8% (*p*<0.01) and 44.1%*(P*<0.05)respectively. This findings imply that the there was less probability of preferring disagree to strongly disagree on the academic self-concept in relation to career decision making among secondary school students in Busia County.

When gender was controlled in model 2, the variables were still significant as shown in Table 4.20 in differentiating between the respondents who disagreed as compared to those who held referent category. The rrr for 1c and 11c decreased to 72% and 63.4% respectively but for 19c increased to 44.7% from 44.19%. This results suggest that gender was less likely to drive the selection of disagree over strongly disagree in academic self-concept variables 1c and 11c. When age and type of school were controlled in model 3 and model 4 respectively, the variables was still significant. The rrr in model 3 for 1c, 11c and 19c increased to 72.5%, 64.7% and 49.3%, while in model 4 the rrr for 1c increased to77.1%, and19c to 51.7% but 11c decreased to 64%. This suggest that age and type of school varied in influencing the choice of disagree against strongly disagree. The results were statistically significant at *p*<0.05.

With regard to undecided versus strongly disagree, the results in Table 4.20 models 1 indicate academic self-concept variable scores; 1c, 11c and 19c were statistically significant $p<0.05$ differentiating between those respondents who were undecided as compared to those who strongly agreed. In model 1 the rrr for 1c was 71.2%, in model 2 decreased to 71.1% in model 3 increased to 72.5% while in model 4 when type of school was controlled rrr increased to 77.3% at $p< 0.05$. This suggests that school type determined the selection of undecided as compared to strongly disagreed.

The variable score 11c was alsostatistically significant $p<0.05$ in differentiating between those respondents who were undecided as compared to those who strongly agreed. In model 1 rrr was 59.6%, decreased to 58.6% in model 2 but increased to 60.3% and to 59.2% in Model 3 and model 4 respectively. This implies that more respondents were unlikely to choose undecided relative to strongly disagree for 11c score variable of academic self-concept influencing career decision making. With variable score 19c rrr increased by 50%, 50.4%, 53.9% and 56.3% in Models 1-4 respectively at$p<0.05$. This implies the rrr of choosing undecided as compared to strongly disagree decreased steadily with introduction of controller variable in the models.

In reference to agree versus strongly disagree; the results in Table 4.20, model 1 indicate that 1c was statistically significant in differentiating between the student who were agreed as preferred to those who strongly disagreed by rrr of 89.4% ($p<0.05$), increased in rrr by 89% in Model 2 and 91.2% in model 3 but become insignificant in model 4 when type of school was controlled for. Variable score;I'am good at scheduling my study time (14c) were significant ($p< 0.05$) in distinguishing between those who agreed as compared to those who strongly disagreed. The rrr increased by 19.369 times ($p<0.05$). This suggested that many respondents chose agree as preferred to strongly agree that they were good at scheduling study time which affected career

decision making. When gender was controlled for in model 2, the rrr for 14c increased 24.705 times *(p*<0.05). This suggest greater likelihood of respondents selecting agree as compared to strongly disagree in relation to academic self-concept in career decision making. The results indicate that academic self-concept variable scores 14c was significant in influence career decision making among students as compared to other variables in the model.This further suggest that more female students had the academic ability to schedule their time in relations to career decision making such as discussing career choice with peers or teacher.

Moreover, 14c became insignificant when age and type of school were introduced in model 3 and 4 respectively. This implies that age and type of school attended could not affect students' ability to schedule time for career guidance.

The results of Multinomial logistic regression concur with the views of most teachers in charge of career guidance and counseling in schools who during the interview reported that students who are achievers in academics were keen on consulting teachers over their future career choices. This meant that students were guided by their academic abilities and confidence in making career decisions.

The results further supports the views of Cokley and Moore (2007) who alluded that students who possess a strong sense of academic self-concept are more likely to engage in satisfactory career decision making.The results are in tandem with study by Nasir & Shiang (2012) who established existence of a positive and significant correlation (r (364) = .325, p<.05) between career awareness and academicself-concept among students. The results of this study are contrary with Quasi experimental study conducted by Eyo and Edet (2011) to investigate the influence of gender on occupational preferences of senior secondary school students which showed that gender had significant influence on academic and occupational preferences.

Further, the study corroborate with the results of the study by Ogutu and Odera (2011) who found gender role stereotypes to influence career and academic aspirations of secondary school students.

The results of MLR in Table 4.20 reveal that the academic self-concept variable scores tested were statistically significant in predicting the influence of academic self-concept on career decision making.For example, academic self-concept variable scores;5c,14c and 17c were statistically significant with alikelihood ratio of greater than 1 times, unit change between the respondents who chose the comparison category compared to the referent category. The results of MLR also concur with results of Spearman's correlation in Table 4.17 which established significant correlation between academic self-concept and career decision making. These findings led to the conclusion that academic self-concept influence career decision making. Thus the stated null hypothesis that academic self-concept does not significantly influence career decision making among secondary school students in Busia County was rejected.

4.5 Influence of Peer Pressure in Career Decision Making

This section present the results of the study in objective three which examined the influence of peer pressure in career decision making among secondary school students in Busia County. The null hypothesis tested was that peer pressure does not significantly influence career decision making among secondary school students. The results for the objective present the descriptive analysis of the variables followed by the testing of the null hypothesis.

4.5.1 Descriptive Analysis of Peer Pressure Responses on Career Decision Making

The study investigated the influence of peer pressure on career decision making. Students were asked whether friends had a significant influence in making career decision.The results are presented in Table 4.21.

Table 4.21: Peer pressure on career decision making by friends

Response	Friends Influence N (%)	Satisfied with help from friends N (%)
Yes	186 (53.9)	137 (39.7)
No	159 (46.1)	208 (60.3)
Total	345	345

Source: Field data, 2016

It can be discerned from table 4.21 that out of 364 participants who responded to the question, majority 186 (53.9%) of the respondents revealed that friends had an influence in determining future career. Out of 364 respondents, 159 (46.1%) reported that friends had no influence on career choice. Whether satisfied with friends help in career decision making, majority 208 (60.3%) confirmed that they were not satisfied with any assistance from friends in career decision making. Only 137 (37.7%) confirmed that they were satisfied with any help from friends and relatives in relation to career decision making.

4.5.2 Descriptive Analysis of Peer Pressure Responses on Career Decision MakingAmong Secondary School Students

To measure the peer pressure on career decision making, the Peer Pressure Inventory (PPI) instrument prepared by Bradford and Clasen (1985) was used. The instrument comprised of items describing how peers influence one another in career decision making. The respondents were given 20 peer pressure related statements on a likert type scale from which they responded to. The statements were rated on a 5-point Likert type scale ranging from 1 (false) to 5 (true) as

shown in appendix III part D to determine the extent to which peer pressure influenced students in career decision making. The results are presented in Table 4.22.

Table 4.22: Descriptive analysis of peer pressure responses on career decision making

Peer Influence Statements	Mean	SD
1. I would take career path different from my friends	3.79	1.209
2. I would Sneak out class as my friends do	1.40	.881
3. I do things with other students that relate to your career choice	3.77	1.205
4. Follow your parent's career wishes for me	2.65	1.321
5. I seek advice on career choice from close friends	3.69	1.172
6. I fear talking anything with my siblings about my career decision	2.19	3.039
7. I consult my peers in school for career guidance	3.37	1.409
8. I participate with friends in activities at school that build on my career	4.22	.990
9. I do class assignments as encouraged by my friends	3.22	1.466
10. I try not to be friends with peers who share similar career path with me	2.13	1.241
11. I spend my free time alone reflecting on future career	3.57	1.398
12. I go out with friends for career exploration and mentorship	3.67	1.317
13. I'm liked by friends for being career focused	3.71	1.210
14. I don't ask my friends whom I should discuss career aspirations with	2.86	1.399
15. I talk about my academic strength and weaknesses with friends	3.91	1.139
16. My friends encourage me to skip classes I don't like	1.93	1.326
17. I sometimes ignore what my friends tell me about career choice	3.06	1.454
18. I have the same opinion about career decision as my friends do	2.65	1.349
19. I try to get good grades related to career path	4.37	.875
20. I get along well with my friends in discussing future career	3.91	1.164
21. Average	**3.04**	**1.328**

Source: Field data, 2016

It can be observed from Table 4.22 that the peer pressure variable scores on career decision making attained overall mean=3.04; *SD*=1.328 as compared to the maximum mean of 5.00. This implies that peer pressure was associated to career decision making, (see appendix III part D). The results from the table also show that variable score stating that; I try to get good grades related to career path was rated highest with mean=4.37;*SD* 0.875.The second highest was;I participate with friends in activities at school that build on my careerwith mean=4.22; *SD*=0.990. The results suggest that majority of students respond to pressure from fellow students that is likely to benefit them as compared negative peer influence with regard to their career decision making.

The variable score with the lowest rating; I would sneak out class as my friends do mean=1.40; *SD*=0 .881. Additionally, the second lowly rated was, I try not to be friends with peers who share similar career path with memean=2.13; *SD*=1.241. The results suggest that majority of students refrain from negative peer influence by their fellow students.

The results of the current study concur with Schneider (2010) and You (2011) who found out that peer groups influence adolescents concerns on many issues and gives them a sense of motivation that inspire students to pursuing academic success. This is because adolescents who are accepted by their peers are more likely to be psychologically healthier and self-confident than those rejected by their peers. The results of the findings further concur with Arab *et al.*, (2014) who found out that peer and friends help in career decision making and job selection.

4.5.3 Hypothesis Testing of Peer Pressure on Career Decision Making

The null hypothesis $\mathbf{H_O3}$stated that peer pressure does not significantly influence career decision making among secondary school students.Before running multinomial logistic

regression (r_s) statistic was computed to examine the correlation between the variables as a preliminary check for multicollinearity problems in the regression analyses.The (r_s) statistic was set at $\alpha = 0.05$: Further analysis of data was done with the help of multinomial logistic regression to establish the prediction of specific peer pressure variable scores that contributed to the relationship between peer pressure and career decision making.The results of Spearman's correlation analysis are presented in Table 4.23.

Table 4.23: Correlation matrix between peer pressure and student career decision making

Spearman's (r_s)		**Peer Pressure**	**Career Decision**
Peer pressure	Correlation Coefficient	1.000	
	Sig. (2-tailed)	.	
	N	364	
Career Decision	Correlation Coefficient	.165**	1.000
	Sig. (2-tailed)	.000	.
	N	364	364

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

Source: Field data, 2016

The results in Table 4.23 indicate weak positive significant correlation between peer pressure and career decision making (r_s (364) = 0.165, p=0.001)atα=0.05. The results suggested that peer pressure has weakly positive significant relationship with student's career decision making. This implies that peer pressure helps students to conform to certain group behaviours.

During interview, teachers in charge of career guidance and counselling were asked if students influenced one another in making career decisions. Majority 25 out of 28 reported that students compare among themselves their future career intentions.

This research finding is in accordance with empirical study conducted by Gitonga (2013) in Kiambu County,and by Kimiti & Mwova (2012) in Kitui, Kenya who found out that majority

of students chose careers motivated by their siblings and school mates. The research finding is further consistent with Irma (2015) argument that peers create links which lead to career decision making.

The presence ofsignificant correlation between peer pressure and career decision making in Spearman's correlation analysis formed the basis for further analysis with MLR statistics to establish the independent variables that contributed to significant relationship between self-efficacy and career decision making.

The findings therefore lead to rejection of the null hypothesis that stated that peer pressure does not significantly influence career decision making and concluded that peer pressure influence career decision makingamong secondary school students in Busia County.

4.5.4 Multinomial logistic regression analysis of the peer pressure factors influencing student's career decision.

First the MLR was run and the self-efficacy variable scores in Table 4.24 were found statistically significant and fitted in the MLR models (see appendix XI). The self-efficacy variable scores that significantly fitted in the MLR models are indicated in Table 4.24.

Table 4.24: Peer pressure variablescores that fitted in multinomial logistic regression model

Variable label	Variable description
1d	I would take career path different from my friends.
3d	I do things with other students that relate to my career choice
4d	Follow my parent's career wishes for me
5d	I seek advice on my career choice from close friends
7d	I consult my peers in school for career guidance
9d	I do class assignments as encouraged by my friends
10d	I Try not to be friends with Peers who share similar career path with you
11d	I spend my free time alone reflecting on my future career
12d	I go out with friends for career exploration and mentorship
17d	I sometimes ignore what my friends tell me about career choice
18d	I have the same opinion about career decision as my friends do
20d	I get along well with my friends in discussing future career
Age 1	
Age 2	
Age 3	
SCT 1	Boys school type
SCT 2	Girls school type
Female	Female students in either girls' or co-educational school

Source: Field data, 2016

The second step in MLR was to establish whether the variables tested fitted in the model. The findings of the model fit are presented in Table 4.25.

Table 4.25: The multinomial logistic regression model fit and variance for peer pressure

Model	Model Fitting Criteria	Likelihood Ratio Tests		
	-2 Log Likelihood	Chi-Square	Df	Sig.
Intercept Only	631.176			
Final	506.339	126.837	60	.000
Pseudo R-Square		Percentage	Percentage variation	
Model 1	.362	36.2	63.8	
Model 2	.369	36.9	63.1	
Model 3	.382	38.2	63.8	
Model 4	.408	40.8	59.2	

Source:SPSS output, 2016

The results in table 4.25 reveals that the variables significantly fitted in the model (X^2(60, N = 364) =126.837, p<.05). From Table 4.25, the proportion of the variance in R^2 was accounted for by a set of peer pressure variable scores in the first model was 0.362 of variation, model two accounted for 0.369, model three 0.382and model four 0.408 suggesting that 36.2%, 36.9%, 38.2% and 40.8% respectively of the variability was explained by the variables used in the model. These results suggest that though the relationship between peer pressure and career decision making was significant but the strength in variability was small.

The peer pressure variable scores that were significantly accounted for career decision making as indicated Table 4.18 and appendix XI are explained in reference to Table 4.24.Models 2, 3 and 4 controlled for gender, age and type of school attended by students respectively. The MLR models are presented in Table 4.26.

Table 4.26: Multinomial logistic regression analysis of the peer pressure on career decision making

Variable	Model 1	Model 2	Model 3	Model 4
Disagree versus strongly Disagree				
1d	.605*(0.401-0.910)	.607*(0.401-0.919)	.602*(0.396-0.915)	.621*(0.414-0.932)
7d		1.329#(0.979-1.805)	1.320#(0.968-1.801)	1.334#(0.973-1.829)
9d		.762#(0.566-1.026)	.768#(0.569-1.037)	
11d	.535**(0.360-.796)	.559**(0.376-0.831)	.557**(0.373-0.832)	.560**(0.372-0.842)
12d	1.399*(1.014-1.932)	1.434*(1.037-1.984)	1.431*(1.031-1.986)	1.352#(0.967-1.888)
Female		.424#(0.167-1.079)	.428#(0.167-1.095)	.554(0.116-2.660)
Age-1			6087044.797(0.000-.c)	4284140.905(0.000-.c)
Age-2			1.220(0.363-4.104)	.712(0.201-2.517)
Age-3			1.259(0.375-4.225)	.607(0.163-2.264)
SCT1				.267#(0.061-1.165)
SCT2				.228*(0.063-0.828)
Undecided versus strongly Disagree				
3d	.691#(0.448-0.067)	.694(0.449-1.073)	.704(0.453-1.093)	.649#(0.410-1.028)
4d	1.424#(0.974-2.081)	1.343(0.912-1.978)	1.322(0.892-1.959)	
5d	1.464#(0.950-2.255)	1.546#(0.996-2.402)	1.582*(1.012-2.475)	1.546#(0.984-2.430)
7d	1.440*(1.009-2.054)	1.498*(1.043-2.152)	1.475*(1.021-2.129)	1.490*(1.029-2.159)
10d	1.482#(0.988-2.223)	1.514#(1.000-2.294)	1.573*(1.030-2.402)	1.629*(1.055-2.516)
17d	1.386#(0.983-1.955)	1.339#(0.946-1.895)	1.357#(0.955-1.930)	1.455*(1.008-2.100)
18d	1.450*(1.022-2.057)	1.481*(1.037-2.115)	1.454*(1.013-2.087)	1.458*(1.005-2.113)
20d	.609#(0.362-1.026)	.585#(0.341-1.004)	.588#(0.341-1.014)	.610#(0.359-1.038)
Female		.469(.166-1.325)	.465(0.163-1.323)	.599(0.108-3.314)
Age-1			10155902.290(0.000-.c)	7847796.935(0.000-.c)
Age-2			.861(0.223-3.325)	.542(0.133-2.211)
Age-3			.688(0.179-2.638)	.372(0.086-1.598)
SCT1				.330(0.065-1.687)
SCT2				.275#(0.065-1.167)
Agree strongly Disagree				
2d	3.595#(0.877-4.744)	3.413#(0.810-14.379)		2.653(0.411-17.135)
3d	.266*(0.079-.896)	.269*(0.075-0.969)	.287*(0.083-0.994)	.227#(0.050-1.028)
6d	1.635#(0.969-2.757)	1.602#(0.945-2.716)		
19d	.160#(0.023-1.142)	.159#(0.022-1.161)		.072(0.003-2.044)
Female		.468(0.027-8.036)	.750(0041-13.816)	.866(0.020-36.992)
Age-1			8361.371(8361.371-361.371)	4820.233(4820.233-4820.233)
Age-2			110698.728(0.000-.c)	37488.640(0.000-.c)
Age-3			164557.870(0.000-.c)	83725.236(0.000-.c)
SCT1				2.507E-07(0.000-.c)
SCT2				.025(0.000-2.259)

Note: # p < 0.10; *p < 0.05; **p < 0.01; ***p < 0.001; 95% confidence interval in parentheses

Source:SPSS output, 2016

With regard to disagree versus strongly disagree, results in Table 4.26, model 1, I would take career path different from my friend (1d) was statistically significant in differentiating between

the respondents in the category of disagree from the respondents in the category of strongly disagree. The rrr decreased by 39.5% *(p*<0.05). When gender was introduced in model 2, the female respondents were 39.3% (*p*<0.05 less likely to be in the group of respondents who chose disagree as compared those who chose strongly disagree. When age was controlled, rrr increased to 39.8% *(p*<0.05) but decreased to 37.9% (*p*<0.05) when type of school was controlled for in model 4. The results imply that gender and age were the main variable that influenced the preference between disagree over strongly disagree in career decision making.

The variable; 1 spend my free time reflecting on my future career (11d) was also statistically significant in model 1 with the rrr of 46.5% (*p*<0.01), model 2 decreased to 44.1% (*p*<0.01), with control for gender, model 3 increased to 44.3%(*p*<0.01) with age being controlled while in model 4 the rrr decreased to 44%%(*p*<0.01) when type of school was controlled for. However, for variable score; I go out with friends for career exploration and mentorship, (12d) was statistically significant in differentiating between the respondents in the category of disagree from the respondents in the category of strongly disagree, the rr of choosing disagree relative to strongly disagree increased by 1.399 times (*p*<0.05)in model 1, increased 1.434 times (*p*<0.05) in Model 2 and increased by 1.431 times (*p*<0.05) in Model 3 but was insignificant distinguishing factor in model 4 when school type was controlled. This implies 12d had greater probability of determining the selection of disagree over strongly disagree with regard to influence of peer pressure career decision making among students. Interestingly, girl school (SCT2) appeared significant in Model 4 with rrr 77.2% (*p*<0.05). The results suggest that peer pressure among students was evident in type of school attended.

In reference to undecided versus strongly disagree variables; I consult my peers in school for career guidance (7d) and I have the same opinion about career decision as my friends do (18d)

were statistically significant with greater relative risk ratio of distinguishing undecided category as preferred to strongly disagree. The variable score 7d was 1.440 times,1.498 times, 1.475 times and 1.490 times with $p<0.05$ in Models 1, 2, 3 and 4 respectively. The rrr for 18d was 1.450 times, 1.481 times, 1.454 times and 1.458 times in Models 1, 2, 3 and 4 respectively. This implies all the control variables played significant role in distinguishing the undecided respondents against the strongly disagree respondents. The findings of the study are in tandem with the control variables in the theoretical framework in figure 1.1 that type of schools, gender and age of students are correlated with career decision making.

With regard to agree versus strongly disagree, data in the four models, Table4.26shows thatall the variables except;I do things with other students that relate to my career choice (3d) were insignificant inin distinguishing between the respondents in the category of agree from the respondents in the category of strongly disagree. This result suggests that most students would be influenced by peer pressure variable score on career decisions. Interestingly, 3dwas significant in distinguishingbetween respondents who chose agree over strongly disagreesignificant with rrr of 73.4% ($p<0.05$) in model, decreased to 73.1% ($p<0.05$) in model 2 and further decreased to 71.3% ($p<0.05$) in model 3compared to other variable scores of peer pressure in relation to career decision making. However, became insignificant in Model 4 when type of school was controlled.This result further suggest that type of school was not a determinant in selection of agree as compared to strongly disagree with regard to influence of peer pressure on career decision making.

The results of the current study concur with study conducted by Schneider (2010) who found out that peer groups inspire adolescents to engage in pursuing success in career choices. This is because adolescents who are approved by their peers are more likely to show confidence

discussing their career with others. The results of the findings further uphold assertion by Arab *et al*., (2014) that peer influencehelp in career decision making and job selection. However, the findings differ with Mburu's (2013) study that type of school attended affect students' career decision making.

It is understood from the results in Table 4.26 that peer pressure variable scores tested with MLR were statistically significant on peer pressure as a variable influencing career decision making.For instance, peer pressure variable scores; 2d, 6d,7d, 11d,12d and 18d were significant with arelative risk ratio of greater than 1 times, unit change between the respondents who chose comparison category relative to the referent category. The results of MLR also uphold the results of Spearman's correlation in Table 4.23 which found statistically significant association between peer pressure and career decision making. These findings lead to the conclusion that peer pressure influencecareer decision making. Thus rejection of the null hypothesis stated that peer pressure does not significantly influence career decision making among secondary school students in Busia County.

4.6 Correlation between Self-efficacy, Academic Self-concept, Peer Pressure andCareer Decision Making

This section presents the results of the fourth objective which examined the correlation between self-efficacy, academic self-concept and peer pressure in influencing career decision making among secondary school students in Busia County. Null hypothesis **(Ho_4)** stated that there is no significant correlation between self-efficacy, academic self-concept and peer pressure on career decision making. The null hypothesis was tested at α=0.05. Spearman's (r_s) correlation matrix

was run to determine the correlation between career decision making and the related variables. The results obtained are presented in Table 4.27**.**

Table 4.27: Spearman's correlation between self-efficacy, academic self-concept, peerpressure and career decision making

Spearman's (r_S)		Self-efficacy	Academic self-concept	Peer pressure	Career decision
Self-efficacy					
	Correlation Coefficient	1.000	.475**	.264**	-.239**
	Sig. (2-tailed)	-	.000	.000	.000
	N	364	364	364	364
Academic self-concept	Correlation Coefficient	.475**	1.000	.269**	-.208**
	Sig. (2-tailed)	.000	-	.000	.000
	N	364	364	364	364
Peer pressure					
	Correlation Coefficient	.264**	.269**	1.000	.165**
	Sig. (2-tailed)	.000	.000	-	.002
	N	364	364	364	364
Career decision	Correlation Coefficient	-.239**	-.208**	.165**	1.000
	Sig. (2-tailed)	.000	.000	.002	-
	N	364	364	364	364

Note: *. Correlation is significant at the 0.05 level (2-tailed).

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

Source: SPSS output, 2016

To this end, the results are reported in Table 4.27 showing the pattern of correlationsbetween self-efficacy, academic self-concept, peer pressure and career decision making. From Table 4.27 thesignificant Spearman's correlation coefficient value of(r_s *(364)*= -.239**,*p*=0.001)atα=0.05confirms aweak negative significant correlation between thestudents' self-efficacyand career decision making. This suggests weak relationship between self-efficacy and career decision making.

Academic self-concept had a weaknegative significant correlation with career decision making (r_s *(364)*= -.208**,*P*=0.001)atα=0.05. This implies the relationship between the two variables was inversely proportional.

Finally peer pressure had a weak positive correlation with career decision making (r_s *(364)* =.165,*p*=0.002) atα=0.05. The results suggest a positiverelationship between the two variables.

The correlation between students' self-efficacy and academic self-concept reported moderate positive significant correlation(r_s *(364)*= .475,*p*=0.001)atα=0.05, suggesting that moderaterelationship between self-efficacy andcareer decision making among students. Self-efficacy had a weak s positive significant correlation with peer pressure (r_s *(364)*= .264,*p*=0.001)atα=0.05. This suggests weakrelationship between self-efficacyand career decision making.

Besides, the correlationof (r_s *(364)* =.269,*p*=0.001)atα=0.05 between academic self-concept and peer pressureconfirms a weak positive significantrelationshipbetween the two variables. This suggests that low self-efficacy isrelated with low career decision making.

These findings are corroborated with views of 22 out of 28 teachers in charge of guidance and counselling who explained that:

> *students who perform well in academics show concern about their future career and challenge each other on the type of career and even on the university they would join to pursue their studies.*

The findings also concur with the comments made by QASO that bright students consult among themselves on future career even in schools where career guidance activities are not effectively programmed. From document analysis, it was evident that career guidance materials such as ministry of education and KNEC career handbooks were lacking in most of the schools. This

suggests that most schools students lacked resources they would refer to in making career decisions.

These findings corroborates with the study on dilemma on career choice conducted among students in Kitui and Machakos counties by Kimiti & Mwova (2012) who found that only 14.4% of the girls and 20% of boys in secondary schools were influenced by their peers on career decision making. The results further confirm Nasir & Shiang (2012) assertion that students with higher self-concept also have higher levels of career awareness. These results are contrary to the views of Pehlivan & Köseoğlu (2010) who found a significant positive relationship between the students' career inspiration and academic self-concepts and Nawaz & Gilan (2011) who asserts that insignificant relationships exists between peer attachment and career decision-making.

The overall result suggests presence of correlation between the variables explained in this study. The null hypothesis is therefore rejected and conclusion made that significant relationshipexists between self-efficacy, academic self-concept and peerpressure on career decision making among secondary school students in Busia County.

4.7 Differences between Self-efficacy, Academic Self-concept and Peer Pressure onCareer Decision Making

The fifth objective the study sought to examine thedifferences in extent to which self-efficacy, academic self-concept and peer pressure influence career decision making among secondary school students. The null hypothesis(**$Ho_{5)}$**:There is no significant difference in extent to which self-efficacy, academic self-concept and peer pressure influence career decision making among

secondary school students in Busia County. Hierarchical Multiple Regression (HMR) analysis was conducted and the findings are presented in Tables 4.28, 4.29 and 4.30.The alpha (α) levels were set at 0.05.

Table 4.28is model summaryof the correlation coefficient and the coefficient of determination (R^2). The change R^2show the predictive power added to the model by the addition of another independent variable in the subsequent step.

Table 4.28: Model summary for hierarchical regression analysis for variables predictingcareer decision making

					Change Statistics					Durbin-Watson
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	
1	.179[a]	.032	.029	.58528	.032	11.986	1	362	.001	
2	.287[b]	.082	.077	.57070	.050	19.739	1	361	.000	
3	.340[c]	.115	.108	.56107	.033	13.491	1	360	.000	1.907

a. Predictors: (Constant), pp

b. Predictors: (Constant), pp, acs

c. Predictors: (Constant), pp, acs, se

d. Dependent Variable: career decision

Note; se=self-efficacy; acs=academic self-concept; pp=peer pressure

Source: SPSS output, 2016

From Table 4.28 it is observedthe hierarchical multiple regression revealed that at model one, peer pressure contributed significantly to the regression model, F (1,362) =11.986, p= .001) at α=0.05 and accounted for 3.2% of the variation in career decision making. Introducing the academic self-concept variable explained an additional 8.2% of variation in career decision making and change in R^2 was significant, F (1,361) =19.739, p<.05). Finally, theaddition of self-efficacy to the regression model explained an additional11.5% of the variation in career

decision making and this change in $R^2$was significant, F (1,360) =13.491, p<.05). When all three independent variables were included in stage three of the regression models, the most important predictor of career decision making was academic self-concept which uniquely explained 5% of the variation. Together the three independent variables accounted for 11.5% of the variance in career decision making.The findings suggest that self-efficacy, academic self-concept and peer pressure have significant influence on career decision making. Since the variance is small it suggests that others outsidethe HMR model and the scope of this study such as social media, joblessness, parental influence and new technology may account for career decision as compared the independent variables in this study.Durbin-Watson had a strong value of 1.907 much closer to value of 2, implying that the assumption of independent error was reasonable. The findings suggest that self-efficacy, academic self-concept and peer pressure have significant influence on career decision making.

Table 4.29 on ANOVA illustrates the predictor score on the outcome variable with the entry of additional predictor variable in the model.

Table 4.29: ANOVA showing the differences in study variables on career decision making

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.106	1	4.106	11.986	.001[a]
	Residual	124.004	362	.343		
	Total	128.110	363			
2	Regression	10.535	2	5.267	16.173	.000[b]
	Residual	117.575	361	.326		
	Total	128.110	363			
3	Regression	14.782	3	4.927	15.652	.000[c]
	Residual	113.328	360	.315		
	Total	128.110	363			

a. Predictors: (Constant), pp

b. Predictors: (Constant), pp, asc

c. Predictors: (Constant), pp, asc, se

d. Dependent Variable: career decision

Note; se=self-efficacy; acs=academic self-concept; pp=peer pressure

Source: SPSS output, 2016

The ANOVA in Table 4.29 indicates that in model 1 F (1,362) =11.986, p=.001) was same as in model 1 Table 4.28. This suggested that peer pressure was statistically significant in influencing career decision making. The second stage when academic self-concept was added to the model, was also significant$F$ (1,361) =16.173, p<.05). This implied a difference between peer pressure and academic self-concept in influencing career decision making. In the final model when self-efficacy was fitted to the model the result wasstatistically significant F (3,360) =15.652, p<.05).This suggested that self-efficacyshowed a difference compared to other variables in predicting career decision making.Academic self-concept provided the most significant difference in career decision making which uniquely explained$F$ (1,361) =16.173, p<.05). TheANOVA results fromHMR suggest that academic self-concept was the most

significant predictor of career decision making after fitting all theindependent variables in the models.This indicates thatacademic self-conceptplays an important role in students' career decision making.This is because most of the time students engage into academicinteractions and attachments that inspire them to think alike in terms of future career progression.

Table 4.30 illustratesbeta coefficients orweights of each independent variable or predicted score on the dependent variable.

Table 4.30: Regression analysis of independent variables on career decision making

Model		B	Std. error	Beta(β)	T	Sig
1	(constant)	1.354	.236	1.79	5.736	.000
	Peer pressure	.253	.073		3.462	.001
2	(constant)	2.140	.290		7.371	.000
	Peer pressure	.339	.074	.240	4.593	.000
	Academic self	-.267	.060	.232	-4.443	.000
3	(constant)	2.406	.294		8.170	.000
	Peer pressure	.382	.074	.270	5.195	.000
	Academic self	-.154	.064	-.133	-2.299	.002
	Self-efficacy	-.222	.060	-.213	-3.673	.000

Dependent variable; Career decision making

Source:SPSS output, 2016

The beta coefficients in Table 4.30 show that in the firstmodel peer pressure was a significant predictor of career decision making($\beta = 0.270$, $p= 0.001$)at $\alpha=0.05$in the second modelacademic self-conceptwas a significant predictor of career decision making ($\beta = -.1333$, $p= 0.002$) at $\alpha=0.05$and in the final model self-efficacy ($\beta = -.213$, $p=0.001$)at $\alpha=0.05$was a significant predictor of career decision making. The positive beta coefficients for peer pressure suggest that career decision making was higher among students who were committed to interact with other peers on matters of career decision making.

The results of HMRstatisticagree with the views of QASO who observed that students are influenced in career decision making by parents more than even their peers. The reason being

that parents believe children can gamble with career choices yet they invest a lot in their education. These findings further concur with the views of 24teachers in charge of career guidance and counseling recorded during the interview who observed that:

> *'peer pressure and academic self-concept played a more critical role in career choice among students'.*

In addition, the information obtained from document analysis indicated that records pertaining to students' career guidance were scanty; this prompted suggest that teachers held verbal career guidance with the students without keeping records of matters presented for career guidance.

These findings are in tandem with Adedunni & Oyesoji, (2013) who found out that irrational thought inhibit career decision-making process, leading to indecision, anxiety and depression that may in the long run impair proper career development and later life adjustment.The results are in agreement with You's (2011) assertion that perceived support from peers gives adolescent students sense of motivation which enables them to see the importance of engaging in career decision making However, the results of this study are in disagreement with results of Kira (2012) who out negative significant relationship between peer pressure and self-efficacy expectations on career choice. The difference could have been due sampling procedures that might have affected the findings. In the current study, appropriate sampling techniques including stratified and simple random sample techniques were used to arrive at appropriate sample size.

The results of HMR statistic form the basis to reject the null hypothesis and conclude that there are significant differences in extent to which self-efficacy, academic self-concept and peer pressure influence career decision making among secondary school students in Busia County.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is divided into four sections. The first section presents summary of the study findings, section two presents the conclusions made while the third section gives the study recommendations and the final section, suggestions for further research.

5.2 Summary

The purpose of this study was to examine the influence of self-efficacy, academic self-concept and peer pressure in career decision making among secondary school students in Busia County, Kenya. This section presents a summary of the research findings along themes derived from the purpose of the study.

5.2.1 Influence of Self-efficacy on Career Decision Making

The first objective was to examine the influence of self- efficacy on career decision making among secondary school students. The results of descriptive statistics in Table 4.8 show that the self-efficacy variable scores attained mean=3.85; *SD*=1.348 against the maximum mean of 5.00. This suggests that the self-efficacy variable scores had influence on career decision making. The results of theSpearman's correlation statistic as shown in Table 4.9 indicates a weak negative significant correlation between self-efficacy and career decision making among students (r_s (364) = -0.236**, p=0.001) at α=0.05. This result implied that there was inverse significant relationship between student self-efficacy and career decision making.

The results of MLR indicate the self-efficacy variable scores tested were statistically significant $p<0.05$ in predicting self-efficacy on career decision making. For instance, self-efficacy variable scores;6b and 10b were significant with arelative risk ratio of greater than 1 times, unit change between the respondents who preferred comparison group as compared to those who preferred the referent group. The results of MLR in Table 4.12 also matchthat of Spearman's correlation in Table 4.9 which found significant correlation between self-efficacy and career decision making. The study therefore rejected the null hypothesis and concluded that self-efficacy influence career decision making.

5.2.2 Influence of Academic Self-Concept on Career Decision Making

The second objective was to establish the influence of academic self-concept on career decision making among secondary school students. The descriptive results in Table 4.16 indicate mean=3.98; *SD*=1.032 as compared to the maximum mean of 5.00. This implies that academic self-concept variable scores on career decision rated above the average mean. The results further show that variable score on; If I try hard enough I will be able to get good grades attained the highest mean =4.71; *SD*=0.664. The second highest was; being a student is a very rewarding experience with mean=4.54; *SD*=0.717. The results suggest that students with high academic self-concept are more likely to engage in career decision making.

The results of Spearman's correlation in Table 4.17 show a weak negative significant correlation with student career decision making (r_s (364) = -0.208, p= 0.001) at α=0.05. However, the results suggest an inverse relationship between academic self-concept and career decision making among students.

The results of MLR in Table 4.20 reveal that the academic self-concept variable scores tested were statistically significant$p<0.05$ in predicting the influence of academic self-concept on career decision making.For example, academic self-concept variable scores;5c,14c and 17c were statistically significant with arelative risk ratio of greater than 1 times, unit change between the respondents who chose the comparison category compared to the referent category.The results of MLR also concur with results of Spearman's correlation in Table 4.17 which established significant correlation between academic self-concept and career decision making. These findings led to the conclusion that academic self-concept influence career decision making. Thus the stated null hypothesis that academic self-concept does not significantly influence career decision making among secondary school students in Busia County was rejected.

5.2.3 Influence of Peer Pressure on Career Decision Making

The third objective was to determine the influence of peer pressure on career decision making among secondary school students. From Table 4.22, the descriptive statistics reveal that peer pressure variable scores on career decision making attained overall mean=3.04; SD=1.328 as compared to the maximum mean of 5.00. This implies that peer pressure influenced career decision making.

The results of Spearman's correlation coefficient revealed in Table 4.23 indicate weak positive significant correlation between peer pressure and career decision making (r_s (364) = 0.165, p=0.001) at α=0.05. The results suggested that peer pressure has weakly positive significant association with student's career decision making.

It is understood from the results in Table 4.26 that peer pressure variable scores tested with MLR were statistically significant$p<0.05$ on peer pressure as a variable influencing career decision making.For instance, peer pressure variable scores; 2d, 6d,7d, 11d,12d and 18d were significant with arelative risk ratio of greater than 1 times, unit change between the respondents who chose the comparison category relative to the referent category. The results of MLR also uphold the results of Spearman's correlation in Table 4.23 which found statistically significant association between peer pressure and career decision making. These findings lead to the conclusion that peer pressure influence career decision making and to rejection of the null hypothesis stated that peer pressure does not significantly influence career decision making among secondary school students in Busia County.

5.2.4Correlation between Self-Efficacy, Academic Self-Concept and Peer Pressure onCareer Decision Making

The fourth objective was to establish the correlation between self-efficacy, academic self-concept and peer pressure on the influence of career decision making among secondary school students. From Table 4.27 Spearman's correlation coefficient confirms a weak negative significant correlation between thestudents' self-efficacyand career decision making of(r_s *(364)*= -.239**,p=0.001)atα=0.05This suggests weak self-efficacy relationship with career decision making.Academic self-concept had a weaknegative significant correlation with career decision making (r_s *(364)*= -.208**,p=0.001)atα=0.05. This implies the relationship between the two variables was inversely proportional.Finally, peer pressure had a weak positive correlation with career decision making (r_s *(364)* =.165,p=0.002) atα=0.05. The results suggest a positive relationship between the two variables.The overall result suggests presence of correlation between the variables explained in this study. The null hypothesis is therefore rejected and

conclusion made that significant correlation exists between self-efficacy, academic self-concept and peerpressure on career decision making among secondary school students in Busia County.

5.2.5 Differences between Self-Efficacy, Academic Self-Concept and Peer Pressure onCareer Decision Making

The fifth objective was to examine thedifferences in extent to which self-efficacy, academic self-concept and peer pressure influence career decision making among secondary school students. Hierarchical multiple regression analysis was computed to find out difference between variables in influencing career decision making among students.From Table 4.28 it is observed that the hierarchical multiple regression revealedthe predictor variables in the study were significant, F (1,360) =13.491, p<.05) in predicting relationship with career decision making. The most important predictor of career decision making was academic self-concept which uniquely explained 5% of the variation. Together the three independent variables accounted for 11.5% of the variance in career decision making. This was confirmed by beta coefficients in Table 4.30 show that in the first model peer pressure was a significant predictor of career decision making (β = 0.270, p= 0.001)at α=0.05in the second model academic self-conceptwas a significant predictor of career decision making (β = -.1333, p= 0.002) at α=0.05and in the final model self-efficacy (β = -.213, p=0.001)at α=0.05was a significant predictor of career decision making. The results of HMR statistic form the basis to rejected the null hypothesis and conclude that there are significant differences in extent to which self-efficacy, academic self-concept and peer pressure influence career decision making among secondary school students in Busia County.

5.3 Concussions

The following conclusions were made from the findings of the study presented in chapter four with regard to themes derived from the study objectives.

5.3.1 Influence of self-efficacy on career decision making

The results of descriptive statistics show that the self-efficacy variable scores attained mean=3.85; *SD*=1.348 against the maximum mean of 5.00 on career decision making whereas theSpearman's correlation statistic revealed a weak negative significant correlation between self-efficacy and career decision making among students (r_s (364) = -0.236**, p=0.001) at α=0.05. This result implied that there was inverse significant relationship between student self-efficacy and career decision making.The results of multinomial logistic regression test revealed that thelikelihood ratio of distinguishing between self-efficacy variable scores and were statistically significant in predicting self-efficacy on career decision making.

Therefore based on the results of this study it was concluded thatself-efficacy had influence on career decision making among secondary school students in Busia County.The findings of multinomial logistic regression statistic revealed that self-efficacy scores statistically significant in distinguishingbetween the variables and had the relative risk ratioof influencing career decision making.It was concluded thatself-efficacy had influence on career decision making among secondary school students in Busia County.

5.3.2 Influence of academic self-concept on career decision making

The descriptive results indicate mean=3.98; *SD*=1.032 as compared to the maximum mean of 5.00 for academic self-concepton career decision making. The results suggest that students with high academic self-concept are more likely to engage in career decision making. Besides, the results of Spearman's correlation show a weak negative significant correlation with student career decision making, suggesting an inverse relationship between academic self-concept and career decision making among students.The results of multinomial logistic regression test revealed that academic self-concept variable scores were statistically significant and hadthelikelihood ratio of distinguishing the relationship between academic self-concept and career decision making. Therefore, based on the results of this study it was concluded thatacademic self-concept influence career decision making among secondary school students in Busia County.

5.3.3 Influence of peer pressure on career decision making

Descriptive statistics reveal that peer pressure variable scores on career decision making attained overall mean=3.04; *SD*=1.328 as compared to the maximum mean of 5.00. This implies that peer pressure influence career decision making.The results of Spearman's correlation coefficient revealed weak positive significant correlation between peer pressure and career decision making (r_s (364) = 0.165, p=0.001) at α=0.05. The results suggested that peer pressure has weakly positive significant relationship with student's career decision making. The results of multinomial logistic regression statistic revealed that peer pressure scores statistically significant in distinguishingbetween the variables and had thelikelihood ratio of influencing

career decision making. It was concluded thatacademic self-concept influence career decision making among secondary school students in Busia County.

5.3.4 Correlation between Self-Efficacy, Academic Self-Concept and Peer Pressure onCareer Decision Making

With regard to the relationship between self-efficacy, academic self-concept, peer pressure and career decision making among secondary school students in Busia County, the results ofSpearman's correlationconfirms a weak significant correlation between the independent and dependent variables.The overall result suggests presence of correlation between the variables explained in this study. Therefore, it was concluded madesignificant relationship exists between self-efficacy, academic self-concept and peerpressure on career decision making among secondary school students in Busia County.

5.3.5 Differences between self-efficacy, academic self-concept and peer pressure oncareer decision making

Hierarchical multiple regression showedsignificant F (1,360) =13.491, p<.05) differences between the independent variables and dependent variable.Academic self-concept with 5% variance as compared to other predictor variables wasthe most important predictor of career decision making. However, the three independent variables accounted for 11.5% of the variance in career decision making.This led to conclusion that there weresignificant differences in extent to which self-efficacy, academic self-concept and peer pressure influence career decision making among secondary school students in Busia County.

5.4 Recommendations

Based on the conclusions of the study, the following recommendations are made in relation to the themes drawn from the objectives of the study.

i. The conclusions from the present study showed that self-efficacy, influence career decision making among secondary school students. It was therefore recommended that career guidance teachers in schools should work to fosterpositive self-efficacy among students that may lead to higher levels of career decision making. This should be attained through effectivecareer activities.

ii. The results of the current study also revealed existence of relationship between academic self-concept andcareer decision making among secondary school students. It was therefore recommended that students should be sensitized by career guidance teachers and CQASO on the role of academic self-concept on career decision making. This can be achieved by developing and implementing efficient career guidance and counseling programme in schools that can create awareness among students about implication of career decisions on future career growth.

iii. With regard to peer pressure and career decision making, students should be encouraged by career guidance teachers and CQASO to initiate career linkages with potential employers and networks through forming career clubs to help improve on managing peer pressure on career decision making.

iv. In reference to the influence of self-efficacy, academic self-concept and peer pressure, career guidance teachers should come up with career activities that will change students attitude towards issues challenging their career decision making abilities.

v. The extent to which independent variables (self-efficacy, academic self-concept and peer pressure) and dependent variable (career decision making) were related was statistically significant. It therefore recommended that career guidance teachers, and quality assurance and standards education officers equip students with appropriate knowledge about career decision making.

5.5 Suggestions for Further Research

On the basis of findings of this study, the following suggestions were made for further research:

i. A cross sectional study on self-efficacy and academic self-concepton career decision making among low and high achiever students.

ii. There should be further research on challenges in career decision making among students in secondary school in Kenya.

iii. A study should be carried out on career decision making inconsistency in relation to gender and school type.

iv. A study should be carried out to find out the perceptions of other education stakeholders on the management of career guidance in secondary schools.

v. The role of social media, joblessness, parental influence and new technology in career decision making among students.

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APPENDICES

Appendix I: Letter of Introduction

Dear Principal,

I am a doctoral student in the Faculty of Education and Social Sciences, Department of Educational Psychology, Masinde Muliro University of Science and Technology. I am writing to request participation of your school in the research study entitled 'Influence of Self-efficacy, Academic Self-Concept and Peer Pressure on Career Decision Making among Secondary School Students in Kenya'. The study may help stakeholders in education develop effective strategies to enhance career development among students in secondary schools.

You are assured that all information collected from your school for the purpose of this study will be kept wit outmost confidentiality during and after the exercise. At no time will the actual identity of the participant be disclosed.

Yours Faithfully

Ogutu J. P. Joel

Appendix II: Consent to Participate in the Study

This study aims at finding out the influence of self-efficacy, academic self-concept and peer pressure on career decision making among secondary school students in Kenya. The findings of this study will provide insights into psychological aspects on career choices among secondary school students. It is hoped that the study will be helpful to studentsand teachers in secondary schools when it comes to handling issues of career choices among students.

You are kindly requested to give your consent to participate in this research. Any information you give will be treated with utmost confidentiality. Research tools will not identify you by name and the results will be used only for research purposes.

Please complete this consent form
I …….**accept / not accept** to participate in the research study having understood its purpose. **(delete as appropriate)** Respondent Signature…… Date……

Thank you for accepting to participate in this study

Yours faithfully,

Ogutu J.P. Joel

PhD Student,

Masinde Muliro University of Science and Technology

Appendix III: Questionnaire for Form Four Students

This questionnaire is a data collection tool that is used to collect data from students on influence of self-efficacy, academic self-concept and peer pressure on career decision making among secondary school students in Kenya. It is not an examination. The information you give is for research purposes only and will be treated with outmost confidentiality. You are not supposed to put your name or any of your identity anywhere on this questionnaire

Part A: Demographic Information for Students

Please respond to the items below by ticking (√) in the appropriate space provided.

1. Gender: Male ☐ Female ☐

2. Age: 14 -15 ☐ 16-17 ☐ 18-19 ☐ 20 and above ☐

3.Type of school Boys ☐ Girls ☐ Mixed ☐

4. How often do you seek for career guidance from teachers in your school in a term (Tick one)

1-2 times ( ) 3-4 times ( ) 5-6 times ( ) 7-8 times ( ) 9-10 times ( ) more than 10 times ( )

5. Have you made a career choice? Yes ( ) or No ( )

6. Do you have any career plans at present? Yes ( ) or No ( )

7. What career do you desire to undertake in future?.....

8. State **one main** reason that is motivating you to pursue the career you have stated above ……

Part B: Self-efficacy Scale for Students – Short Form

Each one of the following statements describes confidence in your capability to accomplish career choice. Please read carefully and indicate by ticking (√) against the response in the box that best expresses how confidence you feel in accomplishing the task. You will show your confidence level in the following manner: **1= No confidence: 2=Little confidence: 3=Moderate confidence: 4=Some confidence: 5=Complete confidence.**

	Statements	**1**	**2**	**3**	**4**	**5**
1	How confident can you seek help from teachers on career decision making?					
2	How confident can you express your opinion when other classmates disagree with you on your career choice?					
3	How confident do you succeed in cheering yourself up when an unpleasant event has happened regarding your career choice?					
4	How confident can you study when there are other interesting things to do?					
5	How confident do you succeed in becoming calm again when you are very scared of career option?					
6	How confident can you become friends with other students discussing your career?					
7	How well can you have a chat with an unfamiliar person about your career choice?					
8	How confident do you succeed in finishing all your academic assignments every day?					
9	How confident can you work in harmony with your classmates regarding career decision?					
10	How confident can you control your feelings about career decision making?					
11	How confident can you pay attention during career guidance?					
12	How confident can you tell other students about your future career path?					
13	How confident can you engage a person with similar career thought like yours?					
14	How confident do you succeed in understanding all subjects in school?					
15	How confident can you tolerate fun from peers regarding your career decision?					
16	How confident do you succeed in satisfying your parents in your academics with regard to your career decision?					
17	How confident do you succeed in suppressing unpleasant thoughts about your career decision?					
18	How confident can you proudly talk about your future career?					
19	How confident do you succeed in withstanding arguments with other students about your career choice?					
20	How confident do you overcome worries about things that might happen about your career decision?					

Part C: Academic Self-Concept Scale for Students

1. Are you satisfied with your current academic performance?Yes ( ) or No ( )

2. Does your academic ability help you to make career choice?Yes ( ) or No ( )

The following statements concern your personal feelings about your academics in school. Please read carefully and tick (√) against the response that best captures your own academic feelings. Try to respond to each item independently in the following manner: **1= Strongly Disagreed: 2=Disagree: 3=Undecided: 4=Agree: 5=Strongly Agree.**

	Statement	**1**	**2**	**3**	**4**	**5**
1	Being a student is a very rewarding experience.					
2	If I try hard enough, I will be able to get good grades.					
3	Most of the time my efforts in school is rewarded.					
4	All in all, I feel I am a capable student.					
5	I do well in my subjects given the amount of time I dedicate to studying.					
6	Others view me as intelligent.					
7	Most subjects taught at school are easy for me.					
8	Most of my teachers think that I am a good student in academics					
9	All in all, I am proud of my grades in school.					
10	Most of the time while taking a test in classroom I feel confident.					
11	I feel capable of helping others with their class work.					
12	I am satisfied with the class assignments I hand in for marking.					
13	I have no doubts that I will do well in my final					

	examination.					
14	I am good at scheduling my study time.					
15	I have a fairly clear sense of my academic goals.					
16	I enjoy doing my schoolwork.					
17	I consider myself a very good student.					
18	I usually get the grades I deserve in class					
19	I usually feel on top of my work by the end of the learning period.					
20	I feel that I am better than the average student.					

Part D: Peer Influence Scale for Students

1. Do you think your friends influence you in your career choice?Yes ( ) or No ( )

2. Are you satisfied with way your friends assist you to decide on your future career?Yes ( ) or No ( )

The following statements concern how much your friends influence you in career decision making. Please read carefully and tick (√) against the response that best addresses your own opinion. Respond to each item independently in the following manner: **1=Very false: 2= false: 3=Undecided: 4=True: 5=Very true.**

	Statement	**1**	**2**	**3**	**4**	**5**
1	I would take career path different from my friends.					
2	I would sneak out of class as my friends do					
3	I do things with other students that relate to my career choice					
4	Follow my parent's career wishes for me					
5	I seek advice on my career choice from close friends					
6	I fear talking any things with my siblings about my career decision					

7	I consult my peers in school for career guidance					
8	I Participate with friends in activities at school that build on your career					
9	I do class assignments as encouraged by my friends					
10	I Try not to be friends with Peers who share similar career path with you					
11	I spend my free time alone reflecting on my future career					
12	I go out with friends for career exploration and mentorship					
13	I'm liked by friends for being career focused					
14	I don't ask my friends whom I should discuss career aspirations with					
15	I talk about my academic strength and weaknesses with friends					
16	My friends encourage me to skip classes I do not like					
17	I sometimes ignore what my friends tell me about career choice					
18	I have the same opinion about career decision as my friends do					
19	I try to get good grades related to career path					
20	I get along well with my friends in discussing future career					

Part E: Career Decision Making Scale for Students

The following statements are about your career decision. Read through each statement and indicate by ticking (√) against the one that firmly addresses your career decision.

1. Which one of the following best explains your interest for the career you intend to pursue?
( ) to meet family expectations
( ) to serve mankind
( ) to make me happy
( ) to grow professionally

2. Career education provided by my career teacher has adequately assisted me to in career decision making. Yes ( ) No ( )

4. Are you satisfied with the career you have selected? Yes ( ) No ( )

The following statements concern your personal feelings about your **career decision making.** Please read carefully and tick (√) against the response that best addresses your own opinion. Respond to each item independently in the following manner:**1= Strongly disagree 2= Disagree 3= Not decided 4= Agree 5= Strongly agree**

1. I have decided on a career and feel comfortable to pursue it 1 2 3 4 5
2. I have decided on subject clusters that will lead me to my career path 1 2 3 4 5
3. I feel discouraged by my friends because everything about choosing career is so challenging 1 2 3 4 5
4. I have an appeal to several careers to the extend I find it difficult in deciding on one to take 1 2 3 4 5
5. I know what subjects I should take though I don't know what career they may lead me to 1 2 3 4 5
6. I will be more comfortable choosing a career that my friends have guided to take up 1 2 3 4 5
7. I would say that my confidence more than my abilities and influence from my peers drives me towards a career of my choice 1 2 3 4 5

8 I cannot make a career choice right now because I don't know what my abilities are 1 2 3 4 5

9 I would be confident to decide on a career that is appealing to my school friends

1 2 3 4 5

10 Until now I have not given much thought to choosing a career. I feel I lack confidence to decide upon the career of my interest 1 2 3 4 5

11 I have cluster subjects of my interest but I don't know the type of career they could lead me to 1 2 3 4 5

12 I know what career to pursue when I join college but still I would change to suit what my friends advices me on 1 2 3 4 5

13 I have decided on the career I want to pursue only that I'm not sure how to go about choosing it. 1 2 3 4 5

14 I would say that my abilities much more than my confidence and friends have assisted me to develop interest in my career path 1 2 3 4 5

Appendix IV: Interview Schedule for Career Guidance Teachers in Schools

All the information given will be treated as confidential and will be used only for research purpose.

1. How long have you been in the teaching profession?
2. What is your highest level of education?
3. Do you have any special training in career guidance?
4. How often do students consult on career choices?
5. What career issues do you discuss with student?
6. How would you rate student self-efficacy as a factor influencing career decision making among students?
7. To what extent does academic self-concept of students influence career choice?
8. To what extent does peer influence determine career choice of students?
9. What comparison do you make between self-efficacy, academic self-concept and peer influence among students with regard to career choice?
10. How does gender of students determine career decisiveness?
11. In your opinion what need to be done in schools to s assist student in career decision making

Appendix V: Interview Schedule for County Quality Assurance and StandardsOfficer

All the information given will be treated as confidential and will be used only for research purpose.

1. How long have you been in your current position in the county?
2. Do you initiate appointment of career teachers in secondary schools?
3. How often do you offer training for teachers in career guidance?
4. How often do teachers and students consult your office on matters of career guidance?
5. How would you rate student self-efficacy as a factor influencing career decision making among
6. To what extent does academic self-concept of students influence career choice?
7. To what extent does peer influence determine career choice of students?
8. What comparison do you make between self-efficacy, academic self-concept and peer influence among students with regard to career choice?
9. How does gender of students determine career decisiveness?
10. In your opinion what need to be done in schools to assist students in career decision making?

Appendix VI: Document Analysis Guide

SERIAL NO.	Type of Documents	Availability	Usage	Comments
1	University career handbook			
2	MoE Career handbook			
3	Evidence of student career guidance			
4	Continues Assessment Tests Mark sheets			
5	KCSE Results			

Appendix VII: KCSE Performance index in Counties Neighboring Busia between 2012-2015

YEAR / Counties	2012	2013	2014	2015	Average
Busia	4.5 *(C-)*	4.6*(C-)*	4.6*(C-)*	4.8*(C-)*	4.63*(C-)*
Bungoma	5.7(C)	5.6(C)	5.5(C)	5.6(C)	5.6(C)
Kakamega	5.5(C)	5.4(C-)	5.6(C)	5.5(C)	5.5(C)
Siaya	5.4 (C-)	5.3(C-)	5.7(C)	4.7(C-)	5.53(C)
Kisumu	5.3*(C-)*	5.6(C)	5.6(C)	5.5(C)	5.5(C)

Busia County education office:2015

Appendix VIII: Krejcie & Morgan (1970) Table for Determining Sample Size

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	40000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	750000	382
210	136	1100	285	1,000,000	384

Note: *N is population size. S is sample size*.

Source: Krejcie and Morgan (1970) table of sample size.

Appendix IX: Output for self-efficacy and career decision making

Parameter Estimates									
Self-efficacy variable scores		B	Std. Error	Wald	df	Sig.	Exp(B)	95% Confidence Interval for Exp(B)	
								Lower Bound	Upper Bound
2.00	Intercept	7.300	2.383	9.386	1	.002			
	Q1b_Confidentfor_Teachershelp	.062	.207	.091	1	.763	1.064	.709	1.597
	Q2b_Opinionexpression_disagree	-.653	.302	4.685	1	.030	.520	.288	.940
	Q3b_Cheeringupfor_unpleasantevent	-.152	.164	.865	1	.352	.859	.623	1.184
	Q4b_Confident_study	-.236	.177	1.765	1	.184	.790	.558	1.119
	Q5b_Confident_Calm	.012	.177	.005	1	.946	1.012	.715	1.432
	Q6b_Become_friends	.296	.174	2.900	1	.089	1.344	.956	1.889
	Q7b_Chatwith_unfamiliarperson	.019	.146	.017	1	.897	1.019	.765	1.358
	Q8b_Assignmentcompleteness	.260	.231	1.266	1	.261	1.297	.825	2.040
	Q9b_Harmony_relatioshipon_career	-.531	.274	3.760	1	.052	.588	.344	1.006
	Q10b_Feelingson_careerdecision	.273	.237	1.331	1	.249	1.314	.826	2.092
	Q11b_Attentionduring_careerguidance	-.205	.336	.373	1	.541	.815	.422	1.573
	Q12b_Futurecareer_path	.304	.241	1.600	1	.206	1.356	.846	2.173
	Q13b_Engagingother_personlikeminded	-.167	.236	.497	1	.481	.847	.533	1.345
	Q14b_Subjectunderstanding	.129	.223	.336	1	.562	1.138	.735	1.763
	Q15b_Funtolerant_peers	.189	.148	1.630	1	.202	1.207	.904	1.613
	Q16b_Parentscareersatisfactory	-.003	.242	.000	1	.990	.997	.620	1.604
	Q17b_Suppressingunpleasant_thought	.149	.148	1.025	1	.311	1.161	.870	1.550
	Q18b_Talkaboutfuturecareer	-.191	.273	.491	1	.484	.826	.483	1.411
	Q19b_withstandingarguments	-.651	.263	6.120	1	.013	.522	.311	.874
	Q20b_overcomeworries	.030	.190	.024	1	.876	1.030	.710	1.495
3.00	Intercept	9.698	2.505	14.989	1	.000			
	Q1b_Confidentfor_Teachershelp	-.047	.230	.041	1	.839	.954	.608	1.498

Cont'd

	Q2b_Opinionexpression_disagree	-1.103	.314	12.336	1	.000	.332	.179	.614
	Q3b_Cheeringupfor_unpleasantevent	-.092	.189	.237	1	.627	.912	.630	1.320
	Q4b_Confident_study	-.319	.203	2.463	1	.117	.727	.488	1.083
	Q5b_Confident_Calm	-.078	.204	.145	1	.703	.925	.621	1.379
	Q6b_Become_friends	.326	.204	2.555	1	.110	1.385	.929	2.064
	Q7b_Chatwith_unfamiliarperson	.089	.171	.272	1	.602	1.094	.782	1.530
	Q8b_Assignmentcompleteness	.185	.258	.516	1	.472	1.204	.726	1.995
	Q9b_Harmony_relatioshipon_career	-.697	.296	5.528	1	.019	.498	.279	.890
	Q10b_Feelingson_careerdecision	.473	.270	3.065	1	.080	1.604	.945	2.724
	Q11b_Attentionduring_careerguidance	-.192	.365	.276	1	.599	.825	.403	1.689
	Q12b_Futurecareer_path	.371	.272	1.858	1	.173	1.449	.850	2.469
	Q13b_Engagingother_personlikeminded	-.078	.263	.088	1	.767	.925	.553	1.548
	Q14b_Subjectunderstanding	-.166	.249	.443	1	.506	.847	.520	1.380
	Q15b_Funtolerant_peers	.259	.173	2.243	1	.134	1.295	.923	1.817
	Q16b_Parentscareersatisfactory	.133	.275	.234	1	.628	1.142	.667	1.957
	Q17b_Suppressingunpleasant_thought	.165	.175	.887	1	.346	1.179	.837	1.661
	Q18b_Talkaboutfuturecareer	-.465	.289	2.602	1	.107	.628	.357	1.105
	Q19b_withstandingarguments	-.754	.281	7.210	1	.007	.471	.271	.816
	Q20b_overcomeworries	-.016	.211	.006	1	.938	.984	.650	1.488
4.00	Intercept	-4.410	6.523	.457	1	.499			
	Q1b_Confidentfor_Teachershelp	-1.006	.499	4.067	1	.044	.366	.137	.972
	Q2b_Opinionexpression_disagree	-1.237	.510	5.891	1	.015	.290	.107	.788
	Q3b_Cheeringupfor_unpleasantevent	-.091	.419	.047	1	.828	.913	.402	2.075
	Q4b_Confident_study	-.388	.407	.911	1	.340	.678	.306	1.505
	Q5b_Confident_Calm	-.659	.453	2.115	1	.146	.517	.213	1.258
	Q6b_Become_friends	2.151	1.007	4.563	1	.033	8.597	1.194	61.887
	Q7b_Chatwith_unfamiliarperson	.174	.411	.180	1	.671	1.190	.532	2.662

Cont'd

	Q8b_Assignmentcompleteness	.544	.650	.701	1	.403	1.723	.482	6.161
	Q9b_Harmony_relatioshipon_career	-.687	.632	1.183	1	.277	.503	.146	1.735
	Q10b_Feelingson_careerdecision	.123	.605	.041	1	.840	1.130	.345	3.700
	Q11b_Attentionduring_careerguidance	.498	.948	.276	1	.599	1.646	.257	10.558
	Q12b_Futurecareer_path	.079	.725	.012	1	.914	1.082	.261	4.477
	Q13b_Engagingother_personlikeminded	.143	.583	.060	1	.807	1.153	.368	3.616
	Q14b_Subjectunderstanding	.398	.569	.488	1	.485	1.488	.488	4.540
	Q15b_Funtolerant_peers	.951	.564	2.840	1	.092	2.587	.856	7.815
	Q16b_Parentscareersatisfactory	.720	.642	1.258	1	.262	2.054	.584	7.225
	Q17b_Suppressingunpleasant_thought	.901	.523	2.969	1	.085	2.461	.884	6.855
	Q18b_Talkaboutfuturecareer	-1.031	.500	4.247	1	.039	.357	.134	.951
	Q19b_withstandingarguments	-.474	.536	.783	1	.376	.622	.218	1.779
	Q20b_overcomeworries	-.895	.538	2.767	1	.096	.409	.142	1.173
a. The reference category is: 1.00.									

Source: SPSS output, 2016

Appendix X: Output for academic self-concept and career decision making

Parameter Estimates for MLR									
Academic Self-concept variable scores		B	Std. Error	Wald	df	Sig.	Exp(B)	95% Confidence Interval for Exp(B)	
								Lower Bound	Upper Bound
2.00	Intercept	13.328	4.083	10.653	1	.001			
	Q1c_Rewardingexperienceas_astudent	-1.288	.580	4.924	1	.026	.276	.088	.860
	Q2c_Goodgrades	.111	.605	.034	1	.854	1.118	.341	3.662
	Q3c_effortrewarded	.153	.297	.265	1	.607	1.165	.651	2.084
	Q4c_capablestudent	-.348	.369	.891	1	.345	.706	.342	1.455
	Q5c_ido_wellinmysubjects	.485	.271	3.195	1	.074	1.624	.954	2.764
	Q6c_intelligent	-.172	.275	.390	1	.532	.842	.491	1.444
	Q7c_Subjectsareeasy	.062	.255	.059	1	.808	1.064	.646	1.753
	Q8c_Teachersthink_goodstudentinacademics	-.391	.292	1.792	1	.181	.676	.381	1.199
	Q9c_Proud_mygrades	-.291	.207	1.967	1	.161	.748	.498	1.123
	Q10c_Feelconfident_takingatest	-.206	.298	.479	1	.489	.814	.454	1.459
	Q11c_Feelcapable_helpingothers	-1.045	.398	6.875	1	.009	.352	.161	.768
	Q12c_Satisfiedwithclassassignments	-.023	.228	.010	1	.919	.977	.625	1.527
	Q13c_NoDoubtsdowellinmyfinal_exam	-.184	.364	.254	1	.614	.832	.408	1.700
	Q14c_Schedulingmystudytime	.333	.260	1.643	1	.200	1.395	.838	2.321
	Q15c_Clearsenseofmyacademicgoals	-.141	.306	.213	1	.644	.868	.477	1.582
	Q16c_Enjoydoingmy_schoolwork	.284	.330	.740	1	.390	1.329	.695	2.538
	Q17c_Considermyself_agoodstudent	.488	.264	3.415	1	.065	1.630	.971	2.736
	Q18c_Igetgrade_deserve	.347	.226	2.361	1	.124	1.415	.909	2.202
	Q19c_Feelontop_mywork	-.582	.279	4.342	1	.037	.559	.323	.966
	Q20c_Average_student	.015	.199	.005	1	.941	1.015	.687	1.500
3.00	Intercept	14.785	4.183	12.492	1	.000			
	Q1c_Rewardingexperienceas_astudent	-1.243	.595	4.367	1	.037	.288	.090	.926
	Q2c_Goodgrades	-.327	.627	.272	1	.602	.721	.211	2.465
	Q3c_effortrewarded	-.062	.314	.039	1	.843	.940	.508	1.739
	Q4c_capablestudent	-.149	.395	.142	1	.706	.862	.398	1.868

	Q5c_ido_wellinmysubjects	.431	.295	2.135	1	.144	1.539	.863	2.744
	Q6c_intelligent	-.208	.297	.490	1	.484	.812	.454	1.454
	Q7c_Subjectsareeasy	-.230	.278	.681	1	.409	.795	.461	1.371
	Q8c_Teachersthink_goodstudentinacademics	-.582	.308	3.555	1	.059	.559	.305	1.023
	Q9c_Proud_mygrades	-.197	.228	.753	1	.386	.821	.525	1.282
	Q10c_Feelconfident_takingatest	.114	.324	.124	1	.725	1.121	.594	2.114
	Q11c_Feelcapable_helpingothers	-.906	.413	4.823	1	.028	.404	.180	.907
	Q12c_Satisfiedwithclassassignments	-.128	.247	.269	1	.604	.880	.542	1.428
	Q13c_NoDoubtsdowellinmyfinal_exam	.050	.384	.017	1	.896	1.052	.495	2.234
	Q14c_Schedulingmystudytime	-.001	.276	.000	1	.997	.999	.581	1.717
	Q15c_Clearsenseofmyacademicgoals	.059	.332	.032	1	.858	1.061	.554	2.033
	Q16c_Enjoydoingmy_schoolwork	.009	.349	.001	1	.980	1.009	.509	1.999
	Q17c_Considermyself_agoodstudent	.481	.291	2.742	1	.098	1.618	.915	2.861
	Q18c_Igetgrade_deserve	.368	.246	2.237	1	.135	1.445	.892	2.339
	Q19c_Feelontop_mywork	-.693	.296	5.478	1	.019	.500	.280	.893
	Q20c_Average_student	.087	.223	.152	1	.697	1.091	.704	1.689
4.00	Intercept	-1.382	9.207	.023	1	.881			
	Q1c_Rewardingexperienceas_astudent	-2.245	1.071	4.394	1	.036	.106	.013	.864
	Q2c_Goodgrades	-.353	1.166	.091	1	.762	.703	.071	6.911
	Q3c_effortrewarded	.647	.918	.497	1	.481	1.910	.316	11.541
	Q4c_capablestudent	-.188	.770	.060	1	.807	.828	.183	3.750
	Q5c_ido_wellinmysubjects	.105	.588	.032	1	.858	1.111	.351	3.515
	Q6c_intelligent	.871	1.024	.724	1	.395	2.389	.321	17.779
	Q7c_Subjectsareeasy	.396	.586	.457	1	.499	1.486	.471	4.690
	Q8c_Teachersthink_goodstudentinacademics	-.598	.721	.687	1	.407	.550	.134	2.261
	Q9c_Proud_mygrades	-.095	.508	.035	1	.852	.910	.336	2.464
	Q10c_Feelconfident_takingatest	1.291	.941	1.885	1	.170	3.638	.576	22.987
	Q11c_Feelcapable_helpingothers	-.888	.823	1.164	1	.281	.412	.082	2.065

	Q12c_Satisfiedwithclassassignments Cont'd	-.312	.612	.260	1	.610	.732	.221	2.429
	Q13c_NoDoubtsdowellinmyfinal_exam	-.130	.675	.037	1	.847	.878	.234	3.298
	Q14c_Schedulingmystudytime	2.964	1.490	3.954	1	.047	19.369	1.043	359.586
	Q15c_Clearsenseofmyacademicgoals	.146	.907	.026	1	.872	1.158	.196	6.847
	Q16c_Enjoydoingmy_schoolwork	-1.157	.750	2.377	1	.123	.315	.072	1.368
	Q17c_Considermyself_agoodstudent	.505	.767	.434	1	.510	1.658	.369	7.450
	Q18c_Igetgrade_deserve	.273	.513	.283	1	.595	1.314	.480	3.594
	Q19c_Feelontop_mywork	-.893	.591	2.282	1	.131	.409	.129	1.304
	Q20c_Average_student	-.352	.429	.671	1	.413	.704	.303	1.632
a. The reference category is: 1.00.									

Source: SPSS output, 2016

Appendix XI: Output for peer pressure and career decision making

Parameter Estimates for MLR									
Peer pressure variable scores		B	Std. Error	Wald	df	Sig.	Exp(B)	95% Confidence Interval for Exp(B)	
								Lower Bound	Upper Bound
2.00	Intercept	3.587	2.219	2.613	1	.106			
	Q1d_Takedifferentcareerthan_friends	-.503	.209	5.803	1	.016	.605	.401	.910
	Q2d_Sneakoutofclass	.319	.448	.507	1	.476	1.376	.572	3.313
	Q3d_Besocial_dothingswithotherstudentsthat_relatecareerchoice	-.156	.201	.604	1	.437	.856	.577	1.268
	Q4d_Followmyparentscareerwishes	-.014	.170	.007	1	.933	.986	.707	1.375
	Q5d_Seekadvicefromclosefriendsonmycareerchoice	.191	.184	1.085	1	.298	1.211	.845	1.736
	Q6d_Donttalkmycareerwithsiblings	.162	.190	.725	1	.395	1.176	.810	1.708
	Q7d_Consultpeers_careerguidance	.239	.152	2.457	1	.117	1.269	.942	1.711
	Q8d_Participatewithfriendsinactivities	-.028	.262	.012	1	.913	.972	.582	1.624
	Q9d_Clearclassassignments	-.236	.147	2.587	1	.108	.790	.593	1.053
	Q10d_Avoidfriendswithsimilarcareerpath	.205	.188	1.184	1	.277	1.227	.849	1.775
	Q11d_Spendmyfreetimealonereflectingonfuturecareer	-.625	.202	9.549	1	.002	.535	.360	.796
	Q12d_Career_exploration	.336	.164	4.178	1	.041	1.399	1.014	1.932
	Q13d_Belikedbyteachers_focused	-.066	.188	.124	1	.725	.936	.647	1.354
	Q14d_Careeraspiration	.127	.151	.706	1	.401	1.135	.845	1.525
	Q15d_Talkaboutacademicstrength_weakness	.162	.181	.804	1	.370	1.176	.825	1.676
	Q16d_Skipclassat_scholl	-.130	.163	.636	1	.425	.878	.637	1.209
	Q17d_Ignorewhatmyfriendstellmetodo	.142	.150	.895	1	.344	1.152	.859	1.546
	Q18d_Similaropinionlike_friends	.104	.154	.459	1	.498	1.110	.821	1.499
	Q19d_Trygetgoodgradesrelatedtocareerpath	.239	.305	.614	1	.433	1.270	.698	2.311

Cont'd

	Q20d_Getalongwell_careerdecisionofmyfriends	-.373	.244	2.341	1	.126	.689	.427	1.110
3.00	Intercept	-.448	2.435	.034	1	.854			
	Q1d_Takedifferentcareerthan_friends	-.280	.237	1.394	1	.238	.756	.474	1.203
	Q2d_Sneakoutofclass	.593	.459	1.672	1	.196	1.810	.736	4.449
	Q3d_Besocial_dothingswithotherstudentsthat_relatecareerchoice	-.369	.222	2.779	1	.096	.691	.448	1.067
	Q4d_Followmyparentscareerwishes	.353	.194	3.329	1	.068	1.424	.974	2.081
	Q5d_Seekadvicefromclosefriendsonmycareerchoice	.381	.221	2.982	1	.084	1.464	.950	2.255
	Q6d_Donttalkmycareerwithsiblings	.271	.204	1.769	1	.183	1.312	.879	1.957
	Q7d_Consultpeers_careerguidance	.365	.181	4.046	1	.044	1.440	1.009	2.054
	Q8d_Participatewithfriendsinactivities	.039	.286	.018	1	.893	1.039	.593	1.822
	Q9d_Clearclassassignments	-.137	.171	.645	1	.422	.872	.623	1.219
	Q10d_Avoidfriendswithsimilarcareerpath	.393	.207	3.607	1	.058	1.482	.988	2.223
	Q11d_Spendmyfreetimealonereflectingonfuturecareer	-.296	.224	1.743	1	.187	.744	.480	1.154
	Q12d_Career_exploration	.230	.190	1.464	1	.226	1.258	.867	1.825
	Q13d_Belikedbyteachers_focused	-.139	.219	.400	1	.527	.871	.567	1.337
	Q14d_Careeraspiration	.085	.176	.232	1	.630	1.089	.771	1.538
	Q15d_Talkaboutacademicstrength_weakness	.013	.213	.004	1	.950	1.013	.667	1.539
	Q16d_Skipclassat_scholl	-.237	.192	1.511	1	.219	.789	.541	1.151
	Q17d_Ignorewhatmyfriendstellmetodo	.326	.175	3.459	1	.063	1.386	.983	1.955
	Q18d_Similaropinionlike_friends	.372	.178	4.345	1	.037	1.450	1.022	2.057
	Q19d_Trygetgoodgradesrelatedtocareerpath	-.113	.334	.115	1	.735	.893	.464	1.719
	Q20d_Getalongwell_careerdecisionofmyfriends	-.496	.266	3.473	1	.062	.609	.362	1.026
4.00	Intercept	-18.205	7.459	5.958	1	.015			
	Q1d_Takedifferentcareerthan_friends	-.238	.575	.171	1	.679	.788	.255	2.433

Cont'd

	Q2d_Sneakoutofclass	1.280	.720	3.158	1	.076	3.595	.877	14.744
	Q3d_Besocial_dothingswithotherstudentsthat_relatecareerchoice	-1.324	.619	4.567	1	.033	.266	.079	.896
	Q4d_Followmyparentscareerwishes	.906	.562	2.601	1	.107	2.475	.823	7.443
	Q5d_Seekadvicefromclosefriendsonmycareerchoice	-.230	.611	.142	1	.706	.794	.240	2.629
	Q6d_Donttalkmycareerwithsiblings	.492	.267	3.398	1	.065	1.635	.969	2.757
	Q7d_Consultpeers_careerguidance	.318	.530	.360	1	.548	1.375	.486	3.885
	Q8d_Participatewithfriendsinactivities	.783	.855	.838	1	.360	2.187	.410	11.684
	Q9d_Clearclassassignments	-.058	.409	.020	1	.887	.943	.423	2.105
	Q10d_Avoidfriendswithsimilarcareerpath	.616	.475	1.681	1	.195	1.852	.730	4.700
	Q11d_Spendmyfreetimealonereflectingonfuturecareer	.383	.657	.340	1	.560	1.467	.405	5.315
	Q12d_Career_exploration	1.107	.833	1.764	1	.184	3.025	.591	15.494
	Q13d_Belikedbyteachers_focused	1.344	.987	1.853	1	.173	3.833	.554	26.520
	Q14d_Careeraspiration	.494	.432	1.305	1	.253	1.638	.702	3.822
	Q15d_Talkaboutacademicstrength_weakness	-.243	.737	.109	1	.742	.784	.185	3.325
	Q16d_Skipclassat_scholl	-1.196	.799	2.244	1	.134	.302	.063	1.446
	Q17d_Ignorewhatmyfriendstellmetodo	.846	.536	2.489	1	.115	2.330	.815	6.661
	Q18d_Similaropinionlike_friends	.576	.478	1.453	1	.228	1.779	.697	4.540
	Q19d_Trygetgoodgradesrelatedtocareerpath	-1.830	1.001	3.340	1	.068	.160	.023	1.142
	Q20d_Getalongwell_careerdecisionofmyfriends	1.034	1.065	.942	1	.332	2.812	.349	22.691

a. The reference category is: 1.00.

Source: SPSS output, 2016

Appendix XII:Counties in Kenya

Source: Google maps,2016

Appendix XIII: Map of Busia County

Appendix XIV: Ethical and Biosafety Letter

MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY
Tel: 056-31375
Fax: 056-30153
E-mail: rel@mmust.ac.ke
Website: www.mmust.ac.ke
P. O. Box 190
Kakamega
50100
Kenya

Institutional Ethics Review Committee (IERC)

MMU/COR: 403009(40) 18th May, 2016

Ogutu J. P. Joel
Registration No. EPY/H/03/14
Masinde Muliro University of Science and Technology
P. O. Box 190-50100
KAKAMEGA

Dear Ogutu,

RE: ETHICAL APPROVAL TO CONDUCT RESEARCH

The IERC received your proposal titled *"**Influence of Self-Efficacy, Academic Self-Concept and Peer Pressure on Career Decision Making among Secondary School Students in Kenya**"* for review. Having reviewed your work, the committee has given ethical clearance for you to conduct research as proposed.

On behalf of IERC and the University Senate, my congratulations. We wish you success in your research endeavour.

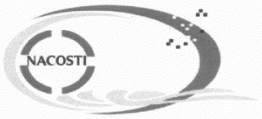
Yours faithfully,

Dr. Gordon Nguka
Ag. Chairman, Institutional Ethics Review Committee

Copy to:

- The Secretary, National Bio-Ethics Committee
- Vice Chancellor
- DVC (PR&I)
- DVC (A & F)
- DVC (A&SA)

Appendix XV: Research Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. NACOSTI/P/16/97738/11667

Date: 27th June, 2016

Ogutu J. P. Joel
Masinde Muliro University of
Science and Technology
P.O. Box 190-50100
KAKAMEGA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of self-efficacy, academic self-concept and peer pressure on career decision making among secondary school students in Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Busia County** for the period ending **27th June, 2017.**

You are advised to report **the County Commissioner and the County Director of Education, Busia County** before embarking on the research project.

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

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Busia County.

The County Director of Education
Busia County.

Appendix XVI: Research Permit

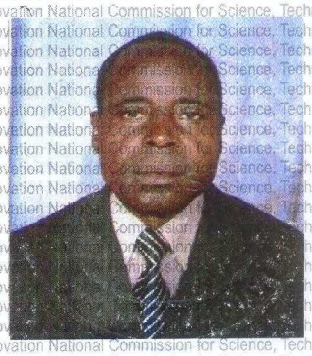
THIS IS TO CERTIFY THAT:
MR. OGUTU J. P JOEL
of MASINDE MULIRO UNIVERSITY,
190-50100 KAKAMEGA,has been
permitted to conduct research in *Busia County*

on the topic: *INFLUENCE OF SELF-EFFICACY, ACADEMIC SELF-CONCEPT AND PEER PRESSURE ON CAREER DECISION MAKING AMONG SECONDARY SCHOOL STUDENTS IN KENYA*

for the period ending:
27th June,2017

.....
Applicant's Signature

Permit No : NACOSTI/P/16/97738/11667
Date Of Issue : 27th June,2016
Fee Recieved :Ksh 2000



.....
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 9776

CONDITIONS: see back page