

Career Choice Among Students in Public Secondary School in Jere Local Government Area, Borno State

Daniel Moses

FHI360, Maiduguri, Borno State

Abstract: *The study assessed career choice among students in public secondary schools in Jere Local Government Area, Borno State. The objectives of the study were to examine the influence of career guidance services provided on career choice among students in public secondary school in Jere Local Government Area, Borno State, to assess the influence of aspirations on career choice among students in public secondary school in Jere Local Government Area, Borno State, to investigate the influence of mass media on the choice of careers among students in public secondary school in Jere local Government Area, Borno State, to evaluate the influence of school policy on subject selection on career choice among students in public secondary school in Jere Local Government Area, Borno State. It was conducted in Jere Local Government Area public secondary schools with a target population of 140 out of which 150 were administered with questionnaire and 130 was retrieved and used for analysis. A questionnaire and interview schedule whose items were formulated from the research objectives were used to collect primary data. The data collected were analysed in percentages. The study found that there was influence of career guidance services on career choice, there was influence of aspirations on career choice among students, there was influence of mass media on the choice of careers among students in public secondary schools and there was no influence of school policy on subject selection on career choice among students in public secondary school. The study therefore recommended that a collaborative approach by all education stakeholders to support public secondary school students in career decision making and employment of professionally qualified guidance and counseling teachers to carry out this crucial service to primary and secondary school students.*

Keywords: *Aspirations, Career choice, Public Schools*

Background of the Study

Career choice is a complex decision for students since it determines the kind of profession that they intend to pursue in life. As students try to make career choice while in secondary school, they face problem matching their career with their abilities and school performance. According to Kerka (2020) career choice is influenced by multiple factors including personality interest, self-concept, cultural identify, globalization socialization, role model, social support and available resource such as information and finance.

Agarwala (2018), career is influence by multiple factors including personality, interest, self – concept, cultural, identity, globalization, socialization, role model, home, social cultural, classroom practices, economic factors, social support and available resources such as information and financial resources. This is because children are easily been carried away by what they see and hear without knowing whether it can be implemented or not. furthermore, the sort of education provided at the secondary school level seem to create unrealistic aspiration in the youths who look only for a certain type of work or job with a certain minimum income.

According to Nwoba (2015), parental pressure is a significant factor in the career choice in science female students. He further opined that children could still be immature in terms of experience moreover, their parents pay their school fees which accounts for the central role of parents in the career choice of female students.. According to Hewitt (2010) that the factors influencing career choice can either be intrinsic or extrinsic or both. Hewitt (2010) further states that most people are influenced by careers that their parents' favour. Others follow the careers that their educational choices have opened for them.

Some choose to follow their passion regardless of how much or little it will make them while others choose the career that give high income students perception of being suitable for particular job also has been found to be influenced by a number of factors including ethnic background, year in school, level of achievement, choice of science subject, attitude and differences in job characteristics (Mcquard & Bond 2013). For many people with spiritual or religious commitment. Faith plays a critical role in the career decision making process (Coutffing and Dick 2019).

Olayinka (2014) noted that many school leavers make poor vocational adjustment because of unrealistic vocational aspiration. School leavers select occupation mainly because of the position and prestige attached to the job and not as result of those to the preferred occupation parents who are often sick and have been spending substantially for them to become a medical doctor or a nurse without considering their children's interest ability and aptitude for the mentioned occupation,

Zidon (2018) noted that there is a positive correlation between student career choice on one hand and parents influence on the other. According to Walter (1996) career choice is complex in nature personal interest of a child who loves money thinks that the only way to acquire money is through trading. It will abandon his education and jump into trading without knowing that trading a lot of risk. If he is not properly trained in such trade he might not achieve anything from it. Again, before a particular career can be chosen by any student, he may make sure that he/she has what it takes to achieve it? Which include both mental and physical resources?

Despite the underlying facts that education is at the core of economic growth of the country, many of the youth in Nigeria and indeed in many countries are not certain of what career to pursue (Njeru, 2016). For example, a study conducted by Koech, Bitok, Ruto,, Koech, Okoth, Korir, & Ngala. (2016) reported that 77.9% of undergraduate students would opt to change the courses they were pursuing if offered another chance, and only 22.1% of the students were comfortable with the courses they were doing and would not change to any other course. Ayiro (2016) also reported that an estimated 65% of students from 22 universities in East Africa were not satisfied by the academic programs they were pursuing.

In Nigeria, career choice is a critical but complicated task that involves a difficult process of decision making that affects all students (Njeru, 2016; Kazi & Akhlaq, 2017). As students prepare for careers while in secondary schools, they face problems of relating subject selection with future career choices based on their abilities, cluster subjects and school performance (Odour, 2019). As earlier observed, this has resulted to students pursuing courses that are not in line with their career aspirations. According to Odour (2019), this results to graduates being employed in areas that are neither in line with their professional training, nor with their career interests. The effect of such a scenario is job dissatisfaction, lack of motivation, poor job performance, and negative attitude toward work, high absenteeism and high job turnover that can negatively affect ones productivity in the organization, something that may elicit conflict between an employee and the employer (Bonenberger 2014). It is against this background that the study investigated the factors that influence career decision among senior secondary three in Jere Local Government Area

Statement of the problem

There is a great correlation between the kind of career one chooses and the likelihood to get a job. As such, career decision-making processes need to start early to enable young people succeed in the highly competitive job markets. A well-planned career path helps remove confusion, anxiety and indecisiveness

and brings life satisfaction in what one does (Nachmias & Walmsley, 2015). In this regard, schools in Nigeria are expected to put up career guidance policies, structures and services that assist students to develop and nurture career aspirations that can be pursued later in universities, vocational training institutions and other middle level college

As student try to make career choice while in secondary school, they face problem of matching their career choice with their abilities and school performance. This led many of them to face difficulties in the university and also lead to many dropouts and half-baked graduates. Lack of efficient guidance and counseling in secondary school level is one of the problems associated with career choice

The problem of this study is therefore the identification of various factors that influence the student career choice. Since the study aimed at the analysis of factors that affect career choice, it is believed that the result of this study would help the Nigerian child make appropriate career choice while choice and also lead to development and designing of programme on the factors that affect the career choice which could be found useful within the school system.

However, in spite of above measures, many public secondary school students complete their studies without a clear understanding of the courses to enroll for upon joining institutions of higher learning or middle level colleges (Koech *et al.*, 2016; Njeru, 2016). Darya (as cited in Aineah, 2019) posits that “there is a huge gap between completion of high school and joining of tertiary institutions”, while Kinoti, on the same page, asserts that career awareness is not given considerable attention in JERE Local Government Area, Borno State.

Objective of the Study

The objectives of the study are to

- i. examine the influence of career guidance services provided on career choice among female students in public secondary school in Jere Local Government Area, Borno State.
- ii. assess the influence of aspirations on career choice among female students in public secondary school in Jere Local Government Area, Borno State
- iii. investigate the influence of mass media on the choice of careers among female students in public secondary school in Jere local Government Area, Borno State.
- iv. evaluate the influence of school policy on subject selection on career choice among female students in public secondary school in Jere Local Government Area, Borno State

LITERATURE REVIEW

Concept of Career Choice

Career choice in this study was perceived to mean the act of selecting a particular occupation or work in an individual's life while living out other occupations. Due to the complexity in the job market, individuals are faced with the task of eliminating seemingly unfavourable career options so as to be left with those that would bring life satisfaction (Mudulia, 2017). Similarly, the complexity in human nature in terms of uniqueness in personality and characteristics, environmental circumstances in which individuals live and their special abilities, career choice may assume diverse set of steps and stages (Mberia & Midigo, 2018). Du Toit and Van Zyl (2012) describes career as involving a variety of occupations in an individual's lifetime that has multifaceted roles such as the family member, worker, social and leisure-time participant and that which has opportunities for progress. Career choice is perceived to be a critical aspect in an individual's life that involves an implementation of one's vocational self-concept usually influenced by feedback gained from individual experience, as well, as feedback received from others (Kimberly *et al.*, 2016; Mberia & Midigo, 2018). Notably, career choice is not a one point decision since what one may have perceived at the age 18years may not necessarily be true at 21years of age. Thus, continued flexibility based on guided, informed and well thought out career decision is necessary (Mberia & Midigo, 2018). This is also confirmed

by Mutekwe, Modiba and Mophosa (2011) who asserts that as early as grade one, pupils in Zimbabwe are often asked about their future career aspirations.

A study by Nachmias and Walmsley (2015) noted that in the recent past, the nature of career decision has become challenging in the context of the changing labour market, globalization, socialization which have presented a significant challenge for individuals to negotiate as they approach the labour market. These challenges explain why some people have found themselves in careers that do not fit them; a situation that is commonly called job mismatch (Robert, 2014). To avoid this, every person entering a certain occupation needs to prepare well in advance and create occupational profile for specific jobs; as well as to identify his or her unique abilities, talents and required skills so as to match these traits with the appropriate tasks (Mberia & Midigo, 2018; Stillwell & Sable, 2013; Hooley & Rice, 2018). Such considerations have today become relevant more than ever before because information technology has made the world a global village a thing that has enhanced people to enter into careers as long as they have required skills and knowledge. Fundamentally, what a student wants to become revolves around what he/she wants to do with his /her lifelong work.

Therefore, an individual's career decision impacts on his or her life in the short run as well as in the future. The process of achieving the above desirable end results of career choice as opposed to the reasons for choosing a career is more critical. In other words, how students negotiate the career decision path dictates the outcome. Students in public secondary schools in Kenya today, more than ever before need career preparation in order to adjust to the ever-changing socio-economic dynamics of the society (Mberia & Midigo, 2018). This is confirmed by Darya (as cited in Aineah, 2019) who admitted that there is a knowledge gap between secondary school leavers and the students' joining institutions of higher learning.

Career choice by secondary school students can be regarded as a process that led students to making informed decisions on available occupations. A study by Nachmias & Walmsley, (2015) observed that majority of students were sure of the career path they wanted to pursue yet, they lacked the ability to make informed and effective career decisions. Career choice is therefore a multifaceted matter that is dependent upon not only the personality or the opportunity factors, but also on environmental factors (Gavo, 2014). Gacohi, Sindabi & Chepchieng (2017) asserts that the responsibility of choosing the course to pursue in the university is an essential career task in the life of a student. Indeed, such career choices marks readiness for work life much as it determines the availability of future job opportunities of the learner (Gacohi, Sindabi & Chepchieng, 2017).

Career Guidance Services and Career Choice

Career guidance refers to all activities that consist of planned experiences designed to facilitate the development of self-awareness, opportunity awareness, decision learning and transition learning skills (Pitan & Atiku, 2017). These activities form an individual's lifespan in relation to work-related and other relevant experiences, both inside and outside an organization (Sullivan & Baruch, 2009). Career guidance provides emotional support, builds confidence and makes one to be optimistic, set constructive external goals by identifying future goals and vocational identity (Okiror & Otabong, 2015; Robertson, 2013).

According to Nong (2016), provision of educational and vocational knowledge to secondary school students helps them to explore the career options available before settling on a specific one. Well-designed career guidance therefore, enhances good career choice. Pam (2013) defines career choice as the act of deciding what one wants to do in life that determines their success in the next stages of life. In this respect, career

choice is viewed as an implementation of one's vocational self-concept usually influenced by feedback gained from individual experience, as well as feedback received from others (Kimberly et al., 2016). It propels one to a given occupation; hence its implications are long-term in nature. Nong (2016) argues that on average, a person spends 86,400 hours in his or her lifetime at work. Thus, there is need to make a decision that will lead to a productive and fulfilling life.

There are many life events that take place in people's cultural settings that often shape their values and expectations in relation to jobs. This implies that every person entering in a certain occupation needs to create an occupational profile for specific jobs and identify his or her unique abilities, talents and required skills (Kazi & Akhlaq, 2017). The creation of such profiles and ability to identify these unique personality traits rest with the provision of career guidance services within the education system of a country. The study by Nong (2016) reported several benefits accrued when career guidance services are provided to secondary school students. Some of the benefits highlighted in his study include;

- a) *Improved output in the job market.* Improved output in the job market is a consequence of intensive career research on what suits individual student and aligning their abilities, interests and skills with the trends in the labour market. It is argued that when an individual chooses what he/she likes, they end up in careers that give them job satisfaction, and subsequent increased output, commitment and high adaptability in the organization.
- b) *Increased job employability rate, by enhancing availability of critical skills.* When students receive comprehensive career guidance services, they are more likely to stick to a particular occupation when offered a chance. Arguably, change of jobs creates unemployability due to high job turnover, job dissatisfaction, negative attitude toward the work and lack of motivation.
- c) *Leads to high rate of school completion.* When high school students are adequately guided on career choice, they are motivated to complete schooling and to perform well in their KCSE since they have a driving force on what they want to achieve, unlike those who have not gone through any career guidance.

In the present economic age, which can be termed as "economic globalization age", all individuals are affected by an array of work-related concerns due to increased complexity and competition in the job market (Mann & Huddleston, 2016); (Egbo, 2017). Therefore, many people, particularly the youth, face serious challenges as they transit from school to the world of work. Egbo (2017) asserts that making appropriate career choice has become an uphill task among secondary school students in Enugu South, Nigeria. Nong (2016) points out that "Many learners don't have a clue about what to study after they finish school" (p. 4). In order to tackle this problem and navigate the changes in the job market successfully, an individual requires extensive knowledge about self, education and occupational opportunities that are available (Hooley & Rice, 2018). In view of these studies, the present research underscores the need to embrace varied approaches to career guidance.

In Nigeria, vocational guidance is an area of guidance and counseling in secondary schools. However, studies show that towards the end of their secondary school education, secondary school students in Nigeria are faced with problems of vocational or career choice due to poor form of guidance programs being run in their schools (Egbo, 2017).

Further, a study by Kaneez and Medha (2018) revealed that many schools in Mauritius did not provide career guidance altogether. In their study, Kaneez and Medha (2018) noted that 64% of the respondents were not aware of any guidance provided on careers, while 36% who were aware had accessed career

guidance through guest speakers and through seminars outside school. Similarly, in Rwanda, career guidance is aimed at giving students orientation to various educational options (Ministry of Education-Rwanda, 2015), but there is disconnect between institutions, with some providing career guidance services without frameworks to guide decision-making and institutionalizing the process (Mparananayo & Andala, 2015). A study by Mekingwe (2010) revealed that secondary school curriculum in Botswana has assigned a 40 minutes session in a week for career counseling, besides organizing varied activities that enhance provision of career information, and facilitate career exploration and development, thereby helping learners in making appropriate career choices.

Lack of career guidance may imply poor course selection which eventually impact negatively on the limited job opportunities (Nong, 2016). The question on when career guidance should start and the time span when career guidance services should take also arose. Rajinder (2010) advocates for career guidance to start as early as the child enters school and records on the child evolution from the time, he/she enters school up to time of exit kept electronically for future reference. The findings of Rajinder (2010) concur with those of Wambu and Fisher (2015) who also recommended for early exposure of students to information on careers. Stan (2016) notes that career preparation and career management should not start at work, but rather at school where specific educational needs are developed. Nong (2016) recommends for career guidance at early age so as to challenge self-concept to directly focus on academic success that will lead to perceived career paths. In addition, Otieno (2019) affirms that persisting biases and gender stereotypes start in early stages of life of a person. Researchers, therefore, accentuate the need to start career planning early so as to address biases. Despite efforts taken by schools which include in-servicing of teachers and having “career days”, the current status in Nigerian schools with reference to career guidance and counseling is that students have continued to experience difficulties in making informed future career decisions. As studies indicate, lack of a clear definition of roles has greatly hindered the delivery of guidance and counseling services by teachers in Kenyan schools (Gitonga, 2013; Wambu & Fisher, 2015).

The role of guidance and counseling teachers in Nigeria are diverse and depends on the context of individual schools (Wambu & Wickman, 2011). Scholarly work asserts that career guidance services were run by subject teachers appointed as career guidance and counselors with no professional training (Bita, 2015; Wambu & Fisher, 2015; Mudulia, 2017). Koech and Kimemia (2012) opposes this observation and argues that guidance and counseling teachers often had an ideal view of their role but they were confronted by the demand for quest for high subject mean score, co-curriculum, administrative work or lack of clinical practice beyond their training. Their observation raises the following significant questions: do the current career guidance services address student career needs adequately? Are the teacher-counselors adequately and professionally qualified to articulate and demonstrate an understanding of career guidance? This study corroborates with the above studies on the training needs of career guidance teachers and provision of career guidance services to public secondary school students in Meru County.

Most of the public secondary schools, apart from the guidance and counseling teachers, there was a teacher appointed as a career master or curriculum master whose main role was to help students to select elective subjects and to navigate through the requirements for degree programs (Njeru, 2016; Mudulia, 2017). These teachers provide the students with very little information about available career options in the higher institutions of learning. As a result, after form four, some students ended up enrolling for degree programs that had no match with individual skills, talent, interests and values while others requested for transfer of courses (Mudulia, 2017; Odour, 2019).

In order to successfully and effectively impart necessary skills to the youth, an effective secondary education in the twenty-first century must provide a good balance between academics, education and skills development that will lead to a desired career pathway (Gichuki, 2015; KUCCPS, 2019). This can be achieved by providing well trained career guidance teachers who can easily integrate the role of a career master by offering career guidance relevant in the 21st Century. In order for these teachers to work effectively, they need to access career resources such as computers, internet, career books, journals and magazines. However, a study by Mudulia et al. (2017) observed that despite availability of career guidance department in secondary schools in Vihiga County, it was unfortunate that most of them were not equipped with necessary resources for career guidance. A below 50% rating of availability of such resources like videos, computers, internet, career books, journals and magazines was observed in most of the schools. In agreement with Mudulia et al. (2017), Bitu (2015) and Nong (2016) noted that career guidance is essential yet many secondary schools had inadequately funded, ill-equipped and understaffed their career guidance departments.

A study carried out on high school students in Ghana revealed that career guidance, career goal identification, organization of career days and conferences were among career intervention roles by school counselors that influenced career choice (Amoah, Kwofie & Kwofie, 2015). Nong (2016) observes that in order to improve career guidance services the schools need to do in-service training for career educators, organize workshops and develop career guidance guidelines and monitoring tools. These interventions can only be realized with a clear policy on funding career guidance that adequately allocates enough funds to career oriented activities.

The foregoing discussion is indicative of the importance of student career counseling sessions and other interventions meant to provide them with up-to-date knowledge and dependable sources of occupational information for exploration in the world of work (Ahmed et al., 2017). These sentiments are re-affirmed by Egbo (2017) who noted that vocational guidance has become indispensable as long as making career choice is concerned. Further, not much was gathered from literature reviewed on whether funding of career activities was in tandem with career needs of high school students. It was on this understanding; therefore, that effort was made to establish in this study whether the manner in which career guidance was done was effective in achieving the desired results. Hence, the need to carry out this study was validated.

Parental Aspirations and Career Choice

Parental aspirations refer to the extent to which the parents or family members influence the career decision paths of children (Salami & Salami, 2013). Parental aspirations comprise of parental expectations, career related parental support and educational plans that parents have for their children (Zhang, 2016; Rinat, Cinamon & Tova, 2015). However, some parents have been found to have a misconception of what their expectations are, about their children's career choices. This can be illustrated using the hypothetical scenario of Joan and her mother. 'Joan', not her real name wanted to be a dancer but her mother insisted that Joan should enroll for a 'real' career like journalism since to them dancing was just a hobby. A similar predicament is observed in two high school boys in Embu County who lamented that their parents were persuading them into becoming a gym instructor and a doctor respectively, instead of pursuing their dream careers of comedy and newscaster respectively (Aineah, 2019). Scholars have suggested that in order to achieve an effective education plan for their children, parents must be involved in their education both at school and at home and must discuss with them about their career choices. For example, a study by Watson et al. (2016) revealed that secondary schools students in Australia who discuss with their parents their university aspirations recorded a higher aspiration and expectation to attend university. Parental involvement as a construct according to Jacob (2010) can be considered in four dimensions namely;

- a. Parent–child communication about school. This aims at enhancing academic performance, school discipline as well as selection of subject in relation to career choice.
- b. Home environment and monitoring. This is an essential aspect of parental involvement because the socioeconomic status of the family and family involvement in schooling has been found to statistically influence career choice among secondary school students.
- c. Parental participation in school related activities like attending class meetings, academic clinic days and other forums that discuss students' welfare.
- d. Parental aspirations and expectations that basically express the hope or desire that parents have for their children in relation to career choice based on more realistic facts that are derived from well thought out process of career decision making. It is argued that parents who do not expect their children to enroll for courses in tertiary institutions are less likely to be involved in their secondary education.

From the forgoing discussion, it is evident that parental involvement in a school setting is conceptualized as the act of the parents being engaged with children in school activities, providing instructions of academic skills, engaging in and out of school learning activities, being involved in schooling process, provision of the required learning resources, providing educational experiences and providing relevant learning experiences (Zhang, 2016; Slovacek, Jacob & Flenoury, 2015). In addition, Low (2015) notes that parental involvement can take many forms conveying both explicit and implicit expectations, and providing parental support and encouragement. Thus, parental discussion on future career expectations is necessary.

Mass Media and Career Choice

Media and communication technology has swamped modern lives by influencing one's perception of the world and mediating personal interactions with individual and society (Hoag & Grant, 2017). According to Wanyama (2012), all media technologies including the internet, television, newspaper, mobile phones and radio which are used for mass communication have collectively been referred to as mass media. Mass media was found to correlate highly with career choice since it influences career selection process by shaping personal choices through character development, language and habit formation (Noshina, Mian, Irfaan & Rao, 2014). Wanyama (2012) asserts that information technology, mass media and communication systems have resulted to accelerated globalization and career trends are equally changing to cope up with the effects of globalization. Similarly, Hoag and Grant (2017) posit that an increase in the use of media and technology positively predicted students' choice of journalism course. A study by Onditi (2016) points out that television, radio, newspapers and social media websites were frequently used by the youth to seek information regarding various professions, job market and knowledge about the world around them. Mu Hu (2016) argued that some TV viewers and users of interactive media have developed personal relationships with fiction characters, on-air personalities and media celebrities. Focusing on these studies, Wanyama (2012); Hoag and Grant (2017); Onditi (2016), and Noshina, Mian, Irfaan and Rao (2014) observe that it is clear that the society should embrace technology to change what is important to learn through availing a variety of ways of learning, like creating videos and animation, rather than assuming that the only way to improve education is to improve the school (Collins & Halverson, 2009).

Various researchers have underscored the importance of media in career choice. For example, a study conducted by Borchert (2010) observed that high school students in the US confirmed that their career choice had been influenced by somebody they watched on television, an indication that their dream jobs were positively correlated with attributes of TV characters' jobs. These results corroborate with Wanyama (2012) who observed that 76.7% of secondary school students in Kisii County indicated that career of people seen or read on media had influenced them a lot in the choice of career to pursue.

A study in Australia by Dana (2017) revealed that social media and gaming has become a more common career aspiration for 21st Century youngsters and children. The study observes that career aspirations in children and youngsters are influenced by gender stereotypes or what they see in the media such as TV and film. Further, Busayo (2017) highlighted mass media as one of the major factors that influence students to choose a career in librarianship in Nigeria. Similarly, Adedeji, Ojelabi, Lekan and Adefarati (2017) observed that notable personalities in a certain profession had a significant influence on career decision of secondary school students in Nigeria. In addition, Mishra, Ismail and Al Hadabi (2017) observes that availability and utilization of media by secondary school students may also play a role in career decision making since seeing or interacting with media personalities may influence them to take or change their dream careers. Nong (2016) revealed that 53% of secondary school students in South Africa utilized mobile phones and internet to access career information, 18% used print media, that is, newspapers and magazines; and 6% accessed the information by reading career book.

Focusing on this narrative, it was evident that media did not only create awareness but it also built people's capacity to make informed decisions. Although previous studies have documented a link between media characters and children's occupational beliefs (Wanyama (2012); Adedeji et al. 2017) and Dana, 2017), few studies have examined the extent to which different forms of mass media influence career choice. The integration of Information and Communication Technology (ICT) in education has elevated the influence of mass media on career choices in Kenyan secondary schools. Information and Communication Technology (ICT) supports information gathering, processing, distribution and usage; communicating, capturing, transmitting and displaying data and information electronically, via TVs, radios, overhead projectors (OHPs), computers, laptops, smart boards, PC tablets, PDA's and computer networks, among others (Kaaria, 2014; Mbugua, Gori & Tanui, 2015).

Career information attained through school career programs has shown that interaction with TV and other media personalities can equip the students with ideas to make the appropriate decisions in their careers and pursue the precise subject combinations needed for their dream careers (Denniston, Swahn, Hertz & Romero, 2017). Gehrau and Vom Hofe (2013) reaffirmed these findings when he reported that 30% of students who heavily viewed TV on health-related series had health-oriented occupation aspirations, compared to 20% of those students that lightly viewed the series.

The impact of internet in education has become more dynamic and pervasive than that of any previous breakthrough in Information Technology (Wanyama, 2012; Mbugua et al., 2015). Accessibility of career information through internet by the students can have a great impact on career awareness as well as facts that are compulsory in career decision making process critical in matching personal needs with job requirements. For example, the education and career guidance syllabus for secondary schools in Singapore has gone further to provide useful website links that can help parents, career guidance teachers and students to obtain relevant information on career choice (Ministry of Education [Singapore, 2012]). These studies have reaffirmed importance of mass media in career choice. However, there is gap in the common programs viewed in different forms of mass media. In addition, other researchers have established that there is increased access to mobile phones by secondary school students (Rosempta, 2013; Wanyama, 2012), yet, considering that mobile phones are nowadays used as a medium to accessing all other mass media, not much is gathered on how these students are using this garget to enhance their career choices. Therefore, this study has sought to address this gap by investigating the impact of mass media on students' career choices in secondary schools in Jere Local Government Area of Borno State.

School Policy on Subject Selection and Career Choice

Subject choice is an integral part of the school system, particularly at secondary school level. The correct choice of subjects is a key step towards attaining educational objectives and career placement (Ajidagba, 2010; Mudulia, 2017). A policy is a course of action made in response to some sort of problems that require attention (Birkland, 2015; Singh, 2016). In this study, the school policy has been taken to refer to guidelines that govern schools in their determination of subjects to be offered from a list of optional subjects. In other words, out of a possible 23 subjects, less three compulsory subjects, the study seeks to establish how and what should dictate the best alternatives as a checklist for schools to use while selecting subjects for their students. According to Wong and Wong (2019), policies are important because they help define rules, regulations, procedures, practice and protocols to help a school to run smoothly and safely and ensure that students receive quality education. A school policy should therefore be designed to fit the needs of the students for whom they have been formulated. Jun Li (2017), while conducting a study on educational policy development in China for the 21st century, noted that one of the major challenges in educational policy development was that most policies emanated from theoretical debates and general discussions that were not based on any empirical evidence. The question that arises from this revelation and which begs for answers is whether school policy on subject selection is flexible enough to address students' career needs in public secondary schools in Meru County. A study by Yamin-Ali (2014) revealed that about 50% of form four students in Trinidad were dissatisfied with their subject selection and there was some evidence of mismatch between subject selection and students' career preference. A majority of the students indicated the need for more options in subject selection.

Given that Oduol (2006); Jun Li, (2017); and Innes (2012) have noted that there is low research utilization on policy making processes in education, this study has emphasized the need for evidence-based approach in formulating policies on career choices. In fact, Jun Li (2012) opines that lack of solid training in the disciplinary field of policy studies by the researchers have contributed to the scenario where disconnect in regard to formulation of educational policies on basis of theory and practice exists. It is against this revelation that the scantiness of literature on the construct of school policy on subject selection in many countries is understood. However, despite the scanty literature on this subject, in Australia, schools are provided with policy and advisory guide that give quick and easy access to governance and operational policies and advice (Department of Education and Training, Melbourne, 2019). These guidelines are in line with the legislative and regulatory requirements as stipulated in their Education and Training Reform Act of 2006, and the Education and Training Reform Regulation of 2017.

In line with these guidelines, Golden Grove High School in South Australia, for example, has a policy that students must make subject selection request Golden Grove High School, (2018) and thereafter, they be invited for an interview to discuss subject options. After a successful approval of the request, the student is allowed to take the subject, depending on the number of students that have applied for that subject. Likewise, in the United States of America, every state has control on what is taught in its schools and a huge variation among schools regarding courses, subjects and other school activities is evident (Bunker, 2018). Basically, Bunker (2018) notes that a six subject curriculum is offered in USA, although these subjects are supplemented each year with subjects in related disciplines.

METHODOLOGY

Research Design

This study used survey design. Survey design in educational studies has been strongly supported by the result of educational research. A survey study according to Miller (1991) is a procedure for the collection of information or data associated with education to extend the understanding of educational issues and to assist in the development of educational policies in order to find out necessary solutions to educational problems. In addition, Waziri (2014), define survey research as potentially useful technique in education and is a valuable means of gathering data. He further stressed that a survey method involves large and small population where samples are selected and studied in order to discover relative incidence distribution, interrelations of sociological and psychological variables. Therefore, the research is a survey because it involves large sample and a questionnaire is used.

Population and Sample

The population for this study consists of all the public secondary schools in Jere Local Government Area, Borno State. The total population of the secondary schools is 150. Stratified sampling techniques was adopted. Anderson (1980) maintained that 25% of a population is enough sample for a research sample for a research purpose. The sample included three hundred (300) students selected from the schools.

RESULTS AND DISCUSSION

Table 4.1: Responses of Career guidance services provided on Career Choice

S/NO	Item Statement	SA		A		U		SD		D		Total Percentage (%)
		F	%	F	%	F	%	F	%	F	%	
1.	My personal interests me in my career choice	40	30	30	23	10	8	20	23	20	15	130 (100)
2.	Subjects offered in the school influence my career choice	40	30	50	39	0	0	30	23	20	15	130 (100)
3.	Interaction with my role model influenced my career choice	20	15	20	15	40	30	15	11	35	27	130 (100)
4.	My career guidance teacher helps me to select subjects	35	27	30	23	10	8	30	23	25	19	130 (100)
5.	I want to follow my parents' footsteps in career choice	50	38	40	30	12	9	20	15	8	16	130 (100)

Table 4.4, Item 1 indicates that 40 respondents representing 30% strongly agreed that their personal interests influenced them in their career choice, 30 representing 23% agreed, 10 respondents representing 8% were undecided, 30 representing 23% strongly disagreed and 20 respondents representing 15% disagreed. Item 2 shows that 40 respondents representing 30% strongly agreed that subjects offered in the school influenced their career choice, 50 representing 39% agreed, 30 respondents representing 23% strongly disagreed and 20 respondents representing 15% disagreed. Item 3 shows that 20 respondents representing 15% strongly agreed that interaction with their role model influenced their career choice, 20 respondents representing 15% agreed, 40 respondents representing 30% were undecided, 15 respondents representing 11% strongly disagreed and 35 respondents representing 27% disagreed. Item 4 shows that 35 respondents representing 27% strongly agreed that their career guidance teachers helped them to select subjects on career choice, 30 representing 23% agreed, 10 representing 8% were undecided, 30 representing 23% strongly disagreed and

25 representing 19% disagreed. Item 5 shows that 50 respondents representing 38% strongly agreed that they want to follow their parents' footstep in their career choice, 40 representing 30% agreed, 12 representing 9% were undecided and 20 representing 15% strongly disagreed while 8 representing 6% disagreed with the statement.

Table 2: Responses on influence of aspirations on career choice among students in Public secondary schools

S/NO	Item Statement	SA		A		U		SD		D		Total Percentage (%)
		F	%	F	%	F	%	F	%	F	%	
1.	I aspire to be a doctor that is why I choose Science subjects	60	46	40	30	0	0	10	8	20	15	130 (100)
2.	I select subjects similar to those selected by my classmates	70	54	60	46	0	0	0	0	0	0	130 (100)
3.	My parents influence my decision to select certain subjects	60	46	50	39	0	0	15	11	5	4	130 (100)
4.	The subjects offered in my school influence my career choice	30	23	40	30	20	15	30	23	10	8	130 (100)
5.	Prestigious jobs in the influence my career choice	50	38	30	23	15	11	25	19	10	8	130 (100)

Table 4.5, Item 1 indicates that 60 respondents representing 46% strongly agreed that their aspiration to be a doctor was the reason for their choice of science subjects, 40 representing 30% agreed, 10 representing 8% strongly disagreed and 20 representing 15% disagreed. Item 2 shows that 70 respondents representing 54% strongly agreed that they selected subjects similar to those selected by their classmates, 60 representing 46% agreed. Item 3 shows that 60 respondents representing 46% strongly agreed that their parents influenced their decision to select certain subjects, 50 representing 39% agreed, 15 representing 11% strongly disagreed and 5 representing 4% disagreed. Item 4 indicates that 30 respondents representing 23% strongly agreed that the subjects offered in their school influenced their career choice, 40 representing 30% agreed, 20 representing 15% were undecided and 30 representing 23% strongly disagreed while 10 representing 8% disagreed. Item 5 shows that 50 respondents representing 38% strongly agreed that prestigious jobs influenced their career choice, 30 representing 23% agreed, 15 representing 11% were undecided and 25 representing 19% strongly disagreed while 10 representing 8% disagreed.

Table 3: Responses on influence of mass media on the choice of career among students in public secondary school

S/NO	Item Statement	SA		A		U		SD		D		Total Percentage (%)
		F	%	F	%	F	%	F	%	F	%	
1.	Mass media influence me to make my career choice	40	31	60	46	0	0	30	23	0	0	130 (100)
2.	I used to watch NTA News casters, that is why I am influenced to be a journalist in my choice of career	50	38	40	31	10	8	20	15	10	8	130 (100)
3.	Watching some movies influence me in my career choice	30	23	30	23	20	15	40	31	10	8	130 (100)
4.	Use of internet influence my career choice	20	15	15	11	10	8	50	38	35	27	130 (100)
5.	Use of some electronic gadgets influence my career choice	30	23	30	23	0	0	40	31	30	23	130 (100)

Table 4.6, Item 1 indicates that 40 respondents representing 31% strongly agreed that mass media influenced them to make their career choice, 60 representing 46% agreed, 30 representing 23% strongly disagreed. Item 2 shows that 50 respondents representing 38% strongly agreed that their watching NTA newscasters influenced them to making career choice in journalism, 40 representing 31% agreed, 10 representing 8% were undecided, 20 representing 15% strongly disagreed and 10 respondents representing 8% disagreed. Item 3 shows that 30 respondents representing 23% said watching movies influenced their career choice, and agreed respectively, 20 representing 15% were undecided and 40 representing 31% strongly disagreed while 10 representing 8% disagreed with the statement. Item 4 shows that 20 respondents representing 15% said use of internet influenced their career choice, 15 representing 11% agreed, 10 representing 8% were undecided and 50 representing 38% strongly disagreed, 35 representing 27% disagreed with the statement. Item 5 indicates that 30 respondents representing 23% said the use of some electronic gadgets influenced their career choice, 30 representing 23% agreed, 40 representing 31% strongly disagreed and 30 representing 23% disagreed with the statement.

Table 4: Responses on influence of school policy on subject selection on career choice among in public secondary school

S/NO	Item Statement	SA		A		U		SD		D		Total Percentage (%)
		F	%	F	%	F	%	F	%	F	%	
1.	I select subjects based on my performance in examination to make my career choice	40	31	20	15	15	11	35	27	20	15	130 (100)
2.	I select my subject based on the teachers who teach the subject to make my career choice	55	42	40	31	0	0	25	19	10	8	130 (100)
3.	Career guidance teacher select subjects for me	20	15	30	23	10	8	50	38	30	23	130 (100)
4.	The school management select subjects for my career choice	35	27	20	15	18	14	37	28	20	15	130 (100)
5.	The school management makes career decision for me	35	27	20	15	18	14	37	28	20	15	130 (100)

Table 4.7, Item 1 indicates that 40 respondents representing 31% strongly agreed that they select subjects based on their performance in examination to make their career choice, 20 representing 15% agreed, 15 representing 11% were undecided and 35 representing 27% strongly disagreed while 20 representing 15% disagreed. Item 2 shows that 55 representing 42% said they select their subject based on their teachers to make their career choice, 40 representing 31% agreed, 25 representing 19% strongly disagreed and 10 representing 8% disagreed. Item 3 shows that 20 respondents representing 15% strongly agreed that their guidance teacher selects subjects for them to make career choice, 30 representing 23% agreed, 10 representing 8% were undecided, 50 representing 38% strongly disagreed and 30 representing 23% disagreed. Item 4 indicates that 35 respondents representing 27% strongly agreed that the school management select subjects for their career choice, 20 representing 15% agreed, 18 representing 14% were undecided and 37 representing 28% strongly disagreed while 20 representing 15% disagreed. Item 5 shows that 35 respondents representing 27% strongly agreed that the school management select subjects for their career choice, 20 representing 15% agreed, 18 representing 14% were undecided and 37 representing 28% strongly disagreed while 20 representing 15% disagreed with the statement.

4.3 Discussion of Findings

The results of the analysis showed that there is influence of career guidance services on career choice as shown in Table 4.4, items 1 to 5. This result is in consonance with Okiror & Otabong, 2015 and Kazi & Akhlaq, 2017)) who stated that career guidance provides emotional support, builds confidence and makes one to be optimistic, set constructive external goals by identifying future goals and vocational identity. This implies that every person entering in a certain occupation needs to create an occupational profile for specific jobs and identify his or her unique abilities, talents and required skills.

Furthermore, the findings indicates that there was influence of aspirations on career choice among students. This finding is in line with studies conducted in Nigeria by Salami and Salami (2013) and Mutekwa *et al.* (2011) in Zimbabwe on the factors determining the choices of career among secondary school students revealed that the most significant future career choice predictor in gender dominated occupations was

parental aspiration. This means that family financial and education background greatly influences students on what career they choose at a specific period of their life. The third finding revealed that there was influence of mass media on the choice of careers among students in public secondary schools. This finding corroborates with the study in Australia by Dana (2017) who revealed that social media and gaming has become a more common career aspiration for 21st Century youngsters and children. The study observes that career aspirations in children and youngsters are influenced by gender stereotypes or what they see in the media such as TV and film. Furthermore, Busayo (2017) highlighted mass media as one of the major factors that influence students to choose a career in librarianship in Nigeria. Similarly, Adedeji, Ojelabi, Lekan and Adefarati (2017) observed that notable personalities in a certain profession had a significant influence on career decision of secondary school students in Nigeria. It was evident that media did not only create awareness but it also built people's capacity to make informed decisions

The last finding shows that there was no influence of school policy on subject selection on career choice among students in public secondary school. This study is in line Adejuyigbe and Adejuyigbe (2016) observed that some elective subjects taken together with the core subjects would give combinations that could lead to what they called "dead end certificates". In other words, the certificates would not get the students admitted to any university. Kinoti (as cited in Aineah, 2019) advise students to be focused on their career interests when selecting subjects, and desist from selecting subjects on the basis of their simplicity, or even avoiding those subjects presumed to be difficult. He further cautions students to choose subjects rightly to allow them to be admitted into their careers of choice, rather than choosing those subjects that would easily guarantee them admission to institutions of higher learning.

Conclusion

Considering the findings of this study, it was clear that many schools allow students to make their own career choices without intervention measures. It has also emerged that career guidance teachers play a crucial role in advising students, not only in subjects' selection but also in choosing careers. This underscores the need for engaging trained career guidance teachers and the need to provide career information services and programmes in secondary schools. It was also noted the need to engage career guidance consultants who can bring a different feel and point out the emerging and changing trends in career selection. Establishment of fully fledged career guidance office will therefore enable introduction of appropriate career-oriented activities, services in secondary schools. Such initiative further calls for adequate allocation of budget in order to achieve the planned career-oriented activities and support professional development of career guidance teachers.

Parents were found to provide moral support which ignited good academic performance and most secondary schools were noted to have invited parents to discuss academic progress of their students. It was also clear that many students do not choose careers like that of their parents and that choosing a career for a child did not necessary put pressure on a student to perform. The influence of parental aspirations in career choice among secondary school students was confirmed by majority of parents. To some parents, the influence started early where parents got deeply involved in following up their children's performance in schools. The study concluded that parental aspirations exert substantial influence on career choice of their children and as such parents' ought to deliberately communicate their expectations to their children without being overly persuasive.

Educating the parents can also help to harness the strength of the parental influence on career choice. Mode of delivery of career-oriented activities is also very significant. While at home students had access to TV,

mobile phones, radio, and prints media (newspapers), to which parents and guardians rarely monitored. The use of mobile phones was to access other mass media peripherals were noted in this study as very influential. However, the study noted the growing trends of betting among students of public secondary schools in Jere Local Government Area of Borno State. Betting is purely non-academic and may lead a hard-to-abandon behavior among students; something that may give rise to other social problems such as stealing of money, using school fees for betting among others. With knowledge that mobiles phones can also impede academic performance, all stakeholders should cautiously be aware of the distracting power of mass media and persuasion power thereof which finally influence career choice among students of secondary schools. The awareness should lead to adoption of measures for directing and guiding students appropriately. Selection of subjects was found to be very crucial in leading students to given careers. It emerged that the secondary school policy on subject selection was equally important as well as the people involved in formulating such policies. The study concluded that subject selection was a process whose success relied on concerted efforts from all stakeholders. These included principals, parents, career guidance teachers, key persons in the community, ministry of education, media personality, relatives, and other teachers. The study concluded that most secondary schools in Jere Local Government Area lacked flexibility in subjects' combinations and this hindered selection of desired careers.

A collaborative approach from Teachers Service Commission (TSC), Ministry of Education (MOE), parents and Board of Management (BOM) would be needed to make required education resources available so that students are given an opportunity to choose subjects of their choice. This would expand the students' ability to choose the desired careers in future.

Recommendations

Based on the findings of this research work, the following recommendations are made:

1. The researcher recommends a collaborative approach by all stakeholders to ensure that the boy child also benefit from programmess and interventions that support empowering of the girl child. It is necessary for teachers and administrators to be empowered with relevant knowledge and skills that would enhance their capabilities to respond to gender issues in their schools. Gender bias is evident and there is need to also develop systemic support geared toward mentorship programs in public secondary schools in Jere Local Government Area of Borno State. The Teachers Service Commission should consider increasing the number of female principals in public secondary schools in Jere Local Government Area of Borno State in order to motivate the girl child and help prevent some retrogressive cultural practices.
2. A collaborative approach by all education stakeholders to support public secondary school students in career decision making. The school programme should also be adjusted to provide adequate time for career counseling sessions. Career guidance interactions especially to students should start in the early years of schooling as they begin their career choice process. This calls for establishment of mechanisms that promote student career development from early schooling through high school and possibly amendment of education curriculum that will exhaustively explore student's career path.
3. Employment of professionally qualified guidance and counseling teachers to carry out this crucial service to primary and secondary school students. Such teachers should be able to conduct career assessment tests to the learners and give appropriate guidance regarding careers.
4. Formulation of a career guidance policy that redefines the school career counselors' role and the needed preparation and training that will meet the needs of the 21st century secondary school students. The career guidance policies at school level, therefore, may need to be revised to allow helpful career guidance programs and activities.

5. The mass media with most influence were TV and mobile phones. This could be attributed to the fact that students are more than ever before, exposed to information they gather through exposure to these media. Children start to rule out career options from early age and their choices are often influenced by what they see in the media. There is a pressing need to link employers and schools so that children have access to role models that can demystify stereotyping in media roles. Also with the emergence of online information and social network schools should consider adopting and maximizing both traditional and online approaches to bring new ideas and world views that can influence students understanding of themselves and their world of work and hence help them in their career decision making.
6. It was also clear that, lack of flexibility in subjects' combination impeded selection of desired careers by secondary school students in Jere Local Government Area of Borno State. A collaborative approach from Teachers Service Commission (TSC), Ministry of Education (MOE), Board of Management (BOM) and parents to make available infrastructural and human resources is hence recommended. This ensures that requisite education resources are available which consequently afford wide opportunity to students' choices on subjects.

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