Faculty of Education

An investigation into the factors determining career choice among senior secondary students in selected private schools in Gaborone.

A Research essay submitted to the faculty of education in partial fulfillment of the degree of master of education in curriculum and instruction.

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STATEMENT OF ORIGINALITY

The work contained in this research essay was carried out by the author at the University of Botswana while a student. The work is original except where reference is made. It has not been and will not be submitted for the award of any degree, diploma and otherwise to any institution of higher learning.

Author_____ Date_____

DEDICATION

This work is dedicated to God Almighty who made it possible. My husband Dr Ambrose Rukewe and children Omena Tumi and Buno Adun, thank you for your patience, love, encouragement and support during the course of my program. Also my parents Chief, Dr & Mrs I.O Ayeni. Thank you for giving me the foundation on which this program is built.

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Rukewe, Yewande A
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ABSTRACT

This is a qualitative study undertaken through a case study design. The study was carried out to investigate determinants of career choice among private senior secondary school students in Gaborone, Botswana. Data was collected from form 5 students, guidance & counselling teachers and principals at four (4) private senior secondary schools in Gaborone using a focus group interview, individual interviews and a qualitative-questionnaire.

The study was inspired by the quest to understand the various factors that influence career choice among students and career services provided for students in schools for the reason that Nations and the world generally look up to education as the solution to problems encountered. The educational approach to solving these problems depends on the career choices young people make. With perspective to this study, one can argue that there are important/key things students consider when making a career decision and the success in such career depends on how much information is available to enable young students to make wise career choice, planning and development. Thus, there is need to identify and understand these factors in order for education stakeholders have an idea of what students consider most important in the process of career selection.

The Systems Theory Framework (STF) was used as a guide to understand the origins of career choice and counseling and the various dilemma students face in making wise career choices.

The findings of the study revealed several factors that influence career choice among students in private schools. These include family, opportunities, personality, subject combination, gender, personal experience, passion for the profession and high earnings and benefits. The findings also reveal the absence of a robust career guidance program and practices in most of the schools. In schools with career guidance program, these were found wanting.

Students show their awareness on subject combination and requirements for entry into higher institution in their responses. However, majority of the participants did not have enough career information as expected of students at their final stage of secondary education.

The study concludes that due to the dynamic nature of career choice and planning process, career decision of students are influenced by various factors and that as such students need career guidance and information in order to make informed and wise decisions. Thus, in light of findings from this study I recommend that systematic guidance program which will adequately address the career needs of learners be developed and provided in schools. Also tertiary institutions, industries, employers and organizations should be encouraged to provide educational and career information to students.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the background information about career choice and factors determining career choice among senior secondary school students in Botswana. The chapter also exposes the purpose of the study, research questions, and the significance of the study, problem statement and definition of key operational terms. The chapter ends with a concise outline of what is to be covered in subsequent chapters.

1.2 Background of the study

Nations and the world generally look up to education as the solution to problems like poverty, ignorance, drought, excessive rainfall, mental deficiency, joblessness, bad governance, poor communication system, hunger and inadequate shelter among other socio-economic problems (Olamide & Olawaiye, 2013). The path to solving these problems through young people depends upon the amount of success they achieve during schooling especially when it comes to making the right career choices.

Generally, career choice is about making decision on the profession one wishes to pursue in future (Talib & Tan, 2009). As such career choice is an important but complex decision for students to make since it determines the kind of profession they would pursue and whatever decision they make would have great impact on the society and their lives (Borchert, 2002). A person's profession or occupation plays an important role in life and determines remuneration, friends, lifestyle, social status, physical and mental state (Olamide & Olawaiye, 2013).

Students at one time or the other are faced with the task of exploring available career options, make a choice; prepare, commence training and actualize their dreams (Olamide, &

Olawaiye, 2013). This decision-making stage is undoubtedly a critical period, because there is no clear blue print available to students and making a wrong career decision can make or mar one's happiness in life (Borchert, 2002). It is therefore highly important to equip students with appropriate skills to help them make reasonable and satisfying choices (Hellmann, 2014).

In general, studies have shown that as students undertake the process of career choice they are confronted with internal and external factors (Pavel, 2015; Edwards & Quinter, 2011; Clutter, 2010; Janigo, 2015). Internal factors are those that are unique to each individual such as passion, aptitude and personality traits so personal satisfaction represents the primary motivation; external factors are derived from someone or something outside the individual such as socio-cultural, political and economic considerations.

It was a common practice in the olden days for children to select their parents' profession, where the son or daughter of a medical doctor aspires to become a doctor too (Edwards & Quinter, 2011). Likewise, parents wish their children take up their profession or something similar (Olamide & Olawaiye, 2013). Things are different today, with adequate exploration and proper planning, it is possible for anyone to choose a career path that is different from their parents' and be successful with the requisite training, skills and knowledge (Edwards & Quinter, 2011).

In general, students begin to think about future career when they get to high school and look forward to early entry into occupational world as soon as they complete higher education (Olamide, & Olawaiye, 2013).

Several studies showed that most students in their late adolescent stage in secondary schools, experience anxiety when selecting subjects, and deciding about a career, because they do not have sufficient information about available opportunities (Issa & Nwalo, 2008; Shumba &

Naong, 2012; Watson, McMahon, Foxcroft, & Els, 2010; Edwards & Quinter, 2011). Due to little attention paid to career guidance in schools, students make inappropriate subject selections and select careers without considering their interests, potentials and mental capacity to cope with what is required to pursue such disciplines (Edwards & Quinter, 2011). According to Shumba and Naong (2012), choosing the right subject combination leading to the right profession can make the difference between enjoying and detesting one's future vocation. Unfortunately, many high school students select subjects and match profession without any genuine reason for their choices (Johnson & Mortimer, 2002).

For some student it is their unique past experiences, how they perceive their environment and work experience that directly or indirectly influence the career choices they make (Borchert, 2002). For others, their choice depends on the availability of education advancement opportunities, availability of employment after graduation, high earnings and prestige attached to such profession compared with other (Wally-Dima, 2013). According to Edwards & Quinter (2011), while most student follow their parent's choice for them, financial rewards and prestige, some still genuinely pursue their desired profession regardless of remuneration. Students' desire for particular jobs have also been found to be influenced by the emergence of information technology, globalization, socialization, role model, social support, and job competition (Edwards & Quinter, 2011).

Choosing a career is one of the most important decisions adolescents in Botswana are confronted with in high school and many are overwhelmed at this stage because they do not have sufficient information to enable them to match their personal attributes such as interests, skills, values and personality to the world of work. Megkwe (2010), stated that there is no effective implementation of career guidance programs for students in Botswana that could expose them to

career options, type of academic and occupational training required to succeed in the workplace, current information on job opportunities among other things. According to Issa & Nwalo (2008), a successful career without planning cannot happen by chance. People who really get what they want in a career do so because they define their objective, plan and assume personal responsibility for implementing and following these plans (Otukho, Nabie & Godia, 2017). The situation in Botswana schools is that, only a few schools implement guidance and counseling program, which runs only for thirty-five to forty minutes per week or once in a month. It follows that most students do not have enough access to career guidance and counseling resources, they lack confidence and are unable to appraise themselves to know their strengths and weaknesses, resulting in uncertainty about their future career.

Other challenges which hamper the smooth running of career guidance programs required to address needs of learners in Botswana schools, include lack of trained personnel to handle and deliver effective career services, inadequate resource materials like audio-visual tapes, career handbook and professional talks (Megkwe, 2010). Even the annual career fair which ought to disseminate information to students on available programs that are marketable in Botswana and expose them to the realities of the workplace, are of little benefit to students (Megkwe, 2010).

It has been observed that students in Botswana do not have total control over their choice of subjects; parents, teachers and school counselors impose subjects that they do not have interest or aptitude forgetting that such selections would affect performance and eventually shape their future career choices. Wrong choice of subjects and career decisions have been shown to contribute to majority of students' drop out from institutions of learning (Ketshepile, 2016).

Botswana students consider government scholarship or parents' income when selecting a field of study because it determine whether or not a student will proceed to a higher institution for training to fulfill their dreams.

The 1994 Revised National Policy on Education (RNPE), which is the current policy of state education, restates the goals of education for *Kagisano* and adds the goal of preparing Batswana for transition from a traditional agro-based economy to the industrial economy that the country aspires to. In this process of transition, the nation is faced with shortage of skilled personnel. In recent years, there have been concerns from stakeholders that there is a mismatch of skills in the country as tertiary institutions produce graduates not needed by the industry hence the growing unemployment rate (Ketshepile, 2016). It has become necessary to review students' sponsorship for careers that will benefit and change the economy. The areas of interest include the agricultural sector, creative industries, mining, manufacturing, health sector, information technology and tourism, among others (Ketshepile, 2016).

Job opportunity after graduation is another factor Botswana students consider when deciding on careers. It is observed that because most students have their primary, secondary and higher education in Botswana, they also want to get employed in their country, so, students aspire for professions that have employment opportunity in the country.

Students are also attracted by the high financial benefits and prestige attached to certain professions. Students' gender and personality has substantial effects on student choice of academic and occupational pursuit. Female students are biased against certain fields therefore tend to match their personality with the role and activities they are supposed to play in a given profession to see if they fit. For example, not many female students are found in engineering, sciences and technical fields, political science, and geology.

The objective of this study was to examine factors that influence career choices among students in private senior secondary schools in Gaborone and career services provided to assist them overcome challenges faced when making decisions.

1.3 Statement of the problem

Megkwe (2010) observed that there is no widespread implementation of guidance and counseling program in senior secondary schools in Botswana which could help students in subject selection, course of study choice, and career development. According to this author, even the few schools that implement this program lacked trained teachers in the subject to effectively handle the sessions and do not allocate sufficient time. When students are left to themselves, choosing the right subject combination for a reasonable profession can be difficult.

Students make career choices without information of the needed subject combinations, skills and personality type match. Consequently, when these individuals gain admission into tertiary institutions, they experience poor academic performance and are forced to change courses of study or drop out of school altogether. The nation can ill afford such a situation given that resources are scarce to sponsor students who would not complete their training and contribute to national development either as employers of labor or being gainfully employed.

From anecdotal evidence, students in secondary schools in Botswana do not have control over subject selections because parents, teachers and counselors have the final word (Ketshepile, 2016). When such crucial decisions are based on the convictions of others, students could end up not only studying courses that they are not cut out for but face the consequence of not fulfilling their potentials. The impact of the lack of interest in the course of study on the individual could be absenteeism from classes and disciplinary problems such as substance abuse.

As students are drawn to certain careers, they tend to shun the others that are less appealing leading to a decline in enrolment in training institutions and raising the risk of rationalizing trainers/courses in citadels of learning. The impact is that some disciplines would lack enough manpower thereby worsening the imbalance in the workforce and the country's reliance on foreign specialists in such scarce skills.

As there is little preparation for career choices in our schools, students would not be encouraged to explore various options thoroughly, raising the risk of making wrong choices. Inappropriate career decisions have other future penalties such as job dissatisfaction, poor work performance, low employee morale, emotional depression, and worsening unemployment rate.

There have been various studies globally to look into career choices of senior secondary schools students and motivating factors but local reports are scarce and none has been done on private school. It is therefore important to carry out this study in selected private schools in Gaborone, Botswana to investigate the decision-making processes of these students and make recommendations that would be beneficial to all stakeholders.

1.4 Purpose of the study

This study seeks to determine the factors that influence career choice among private secondary school students in Gaborone, Botswana.

Research questions

The research questions that the study sought to answer are:

- What are the factors that influence career choice among students in senior secondary school learners in Gaborone, Botswana?

- What is the influence of external factors on the career choice of students in Gaborone senior secondary schools?

- How do internal factors affect career aspirations among secondary school students in Gaborone?

- To what extent does the current career guidance counselling in Botswana schools affect career choice among secondary school students?

1.5 Objectives of the study:

- The main objective of this research is to investigate various factors that influence the career choices among students.

Specific objectives

- To assess the influence of external factors on career choices among secondary school students in Gaborone.

- To examine the influence of internal factors on choice of career among secondary school students in Gaborone.

- To determine the impact of career guidance and information provide in schools on career choice of secondary school students in Gaborone.

1.6 Significance of the study

For one to make a realistic career decision, the amount of information and guidance available would be essential. It is one thing to desire a particular profession, it is another task to know how to confidently develop and successfully follow through the career path.

The significance of this study are as follows:

1.6.1 Students

To encourage students begin the process of career exploration early in order to make a justified professional career decision before they complete secondary education. To encourage students explore other alternatives choices in career selection, so they can make informed

decisions without the influence of parents, mentors and peer groups, because no one knows them better than they know themselves.

1.6.2 Government and school owners

This study should provide the basis for school owners to include career guidance into school curriculum and also effective program that will guide students in their decision-making processes. Ministry of Education should ensure the implementation and monitor of such programs.

1.6.3 Academicians and Researchers

There have been studies on the impact of internal and external factors on career decisions among high school students in many countries and few have addressed these factors in public schools in Botswana. The choice of private schools in this study was meant to fill the gap in knowledge since this subset of students' population has not been researched to the best of my knowledge.

The findings of this research will enable all education stakeholder have a better understanding of what prospective students consider before making a decision of course to study at institutions of higher learning so as to offer appropriate advice . The results should also enlighten industries, on how to guide students on what is relevant and required of them in a modern workplace.

1.7 Theoretical Framework

In research, theories are used to help understand and explain perceived cause of a problem of study (Finley, 2002). Career counseling along the same is a unique discipline built on a foundation of career theory and counseling theory (Patton, McMahon, & Watson, 2006). There have been a number of theories developed from different disciplines on career development and

career choice which have made substantial contributions to the understanding to the concept of career (Patton & McMahon, 2006). Most career theories are limited to specific factors or only one aspect relevant to career choice and development (Mansor & Tan, 2009). Some examine the individual personality and environmental factor, while some theories are constrained by the individual's socioeconomic and opportunity.

In this study the Systems Theory Framework (STF) was used as a guide to understand the origins of career choice and counseling and the various dilemma students face in making a wise career choices. STF was first published as metatheoretical framework in 1995 (Patton & McMahon, 2006). These theory since publication and review over years has been used to establish theoretical framework in the international career development literature and in the international career development arena. STF has been widely accepted by career counselors, experts and used to understanding career decision-making and development, career assessment, career counseling, career education and more recently in career research.

The preference of STF as the appropriate theoretical lens to understand various internal and external factors that influence career choice and development is because it recognizes the contribution of all past theories and covers a wide range of intrapersonal influences, some which have received considerable attention by career theorists and others that is not well understood within the theoretical literature, meanwhile their influence can be profound (Patton & McMahon, 2006).

STF postulates that because individuals do not live in isolation, career choice and development is an open system that is subject to influence from internal and external factors and may also influence that which is beyond its boundaries (Patton & McMahon, 2006). The STF presents career choice and development as a dynamic process or systems, where factors that

influences are located within the context of time - past, present and future, all of which are interrelated meaning the past influences the present, and together past and present influence the future. These influences might change as time passes.

The theory has been prove to link theory and Practice easily, career counsellors have used STF for career assessment, counseling models and career solution-focused strategies (Patton, McMahon, & Watson, 2006; McMahon & Watson, 2006). The STF allow the researcher to administer instruments, interpret the data and analyze qualitative data to provide information on the perceived factors that influence career choice and development. It is also suitable for this study because of its application in either individual or group interventions and multicultural settings even at broader system level influences (McMahon & Watson, 2007; Patton, McMahon, & Watson, 2006).

1.8 Limitations of the study

Limitations of this study are:

1) Sample size of the study is not large enough to conclude reasonable assumptions among students in English medium schools. As such, the small sample used in the study should limit the generalization to private schools only.

2) One limitation of focus group method in contrast to individual interview is the possibility of a respondent hesitating to express opposing views against another participant or the majority.

3) Despite the fact that the discussions were held in a friendly and relaxed atmosphere, it is possible that some students may not express honest and personal opinions due to the presence of their teacher.

4) There is little prior studies on determinants of career choice among public secondary school students in Botswana. Most of these studies were carried out in other countries. Therefore, literature review from other countries which are similar to the research problem was used to lay a foundation for understanding the research problem.

1.8 Scope and delimitations of the study

It would have been ideal to stretch the scope of this study to cover more private and public schools in Gaborone, but for the minimum resources available and time factor, the area of the study of this project is limited to four private schools in Gaborone.

1.9 Assumptions

Assumptions of the study were as follows:

Participants were highly qualified to participate in the study. It was also assumed that participants responded truthfully and accurately to the interview questions to the best of their abilities and personal experience.

1.10 Definition of terms

For clarity the terms used in the study were defined as follows:

Factors- are variables that are responsible for the decision student make when choosing a career. This study will use the term factors and determinants interchangeably.

Internal factors are those that are unique to each individual such as passion, aptitude and personality traits so personal satisfaction represents the primary motivation; external factors are derived from someone or something outside the individual such as socio-cultural, political and economic considerations.

Career guidance services or program- is assisting students and adult on how to explore, choose, develop and manage successfully a career path. It involves educating and teaching them how to decide which one is best choice (Mekgwe, 2010).

Support group refers to parents, class teachers, guidance counselors, school management, friends and family members.

Adolescence- is a development and transition stage from childhood to adulthood and the period when important development and decisions like career or occupation start to gain prominence (Mekgwe, 2010). It is believed that adolescence begins at 10 years and ends at around age 22, while some say it begins at about 12 years of age and ends between 18 and 21 years. This study will use the term adolescence, adults and youths interchangeably.

Career planning - is a process which helps the individual learn about himself/herself, conduct research on different careers, and matching his/her personality to a particular career and ultimately engage in the process of job-seeking (Mekgwe, 2010).

Career information- is a process by which students are provided with career interest inventories and information to assist them in making their career decisions, become aware of the world of work, explore career options, and prepare for post-secondary opportunities.

Career- refers to a person's chosen profession or occupation in which one is specially trained or has acquired a skill and is considered to be a person's lifework.

Career choice – is defined as an ability to make decision about the profession one wishes to pursue in life (Talib & Tan, 2009). Career choice and course of study will be used interchangeably in this study

Career exploration: is the process in which individuals search for broad information about different careers and the vocational environment. This period of exploration allows young adults to begin to choose and develop a career (Hellmann, 2014).

Senior secondary school - is a school which is intermediate in level between junior secondary school and higher education. The senior secondary school in Botswana starts at ages 15 -18, lasts for two years (Form 4 and 5), which ends with a nationally graded examination referred to as the Botswana General Certificate of Secondary Education and marks the end of compulsory education. This study will use the term senior secondary school interchangeably with senior students (Mekgwe, 2014).

1.11 Conclusion

Career choice mean making a decision based on one's interest, ability and knowledge of different career opportunity. Unfortunately, students no longer decide on what works best for them. Career decision is one of the many important decision adolescents in Botswana are confronted with in high school. Most students are confronted with many challenges and are overwhelmed at this decision stage, because they are not exposed to the career exploration process which enables them match their interest, ability and personality with the various options.

Most student make wrong subject selection and career choice due to the absence of guidance programs and counseling in most schools which are supposed to provide information needed to make informed decisions. These wrong choices are responsible for mismatch of skill and labor required for human resource development in the country, majority of student dropout from higher institutions, job dissatisfaction, to mention just a few.

This period is no doubt a sensitive and critical stage that should be handled with all seriousness and caution, because any mistake can make or mar an individual and the entire

society. Therefore, understanding the key factors students consider before making a career choice will go a long way to help student who have challenges in making a decision.

In this chapter, general factors that influence career selection and career related issues among Botswana students are discussed. Problem statement and purpose for the study are stated. The research questions, aims of the study, limitations, delimitations and definition of key concepts for the study are also outlined.

1.12 Chapter analysis

The structure of this research paper is made up of five chapters as indicated below:

Chapter One: This chapter provides the background to the study. It further sheds light on general factors that influence career choice among students and career related issues in Botswana. This chapter also covers the statement of the problem including the pertinent research questions, overall aim, specific objectives and significance of the study; limitations, delimitations and definition of operational terms.

Chapter Two: This chapter presents an in-depth review of various literatures related to career choice and influencing factors among students. Literature were reviewed in line with the objectives of this study.

Chapter Three: This chapter discussed the research methodology, the research design, sampling procedure, technique for the collection of data and the role of the researcher in the study.

Chapter Four: This chapter provided an analysis of the collected data and also discussion of the research findings.

Chapter Five: In this chapter, the study findings are summarized with its implications and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, an in-depth review of literatures on factors that influence career choice among students was viewed to authenticate this study. This review is in line with the objectives of this study. In general, various factors that students consider before making their career choices are highlighted, followed by the perceived external factors that determine their final choice. Thirdly, the key internal that might be influence career decisions among students are discussed. Finally, the available career guidance services and programs in high schools are reviewed.

2.2 Various factors students consider in making career choices

A number of studies have been carried out to examine factors that are thought to influence students' career decisions. According to Sarwar and Azmat (2013), family factors, socializers, environmental influence, personality, career itself/characteristics are factors influencing the adoption of a career by students in early stages. The findings of Getange & Sagwe, (2016); Olamide & Olawaiye, (2013); Shumba & Naong, (2012); Shaffer (2008) are in agreement with theirs. Mesa (2013) asserted that family support, career guidance and counselling, curriculum design, role-models and theory of work adjustment affected students' choices.

It was also found that socio-demographic factors, educational factors, personality, career guidance information, media and peers influence played a central role in career decision-making (Mudhovozi & Chireshe, (2012); Talib & Tan (2009); Borchert, (2002). In a recent study by Shahzad, Zahra, & Ahmed, (2014) among students of Gujrat city in Pakistan, educational background, socio-economic background, environment, personality, opportunity and motivation

were reported as motivating factors. Another study by Wally-Dima, (2013) indicated that the duration of study or training period was influential. This study highlighted that students from poor homes and disadvantaged communities opted for courses that required less time to complete. It follows that limited financial resources impose restriction on the courses and careers these students can choose.

In a study by Wanjala (2012) among secondary school students in Bungoma South District of Kenya, sociological, educational, economic and psychological factors were identified as important for career choice process and development. The author recommended that if career planning were done in an efficient manner, students would at the very least be following a plan of informed decision making, rather than leaving it to chance of fate.

Mudhovozi and Chireshe (2012), in their study that sought to explore the impact of socio-demographic factors among South African students found that the type of school (private or public), school location (urban or rural) and parents' level of education were inconsequential, but class teacher/guidance counsellor, friends, mother, media and gender were significant. While males were influenced to choose a certain field by friends, teacher and media, females were mainly influenced by their mother, father and member of community. La (2009) posited that parent's expectations, residence area, school structure, gender, the students' interest and academic performance were determinants in northern part of Vietnam. This finding was in agreement with Ogowewo (2010) who found gender bias and other factors such as interest, life ambition, challenging nature of the career, prestige attached to profession, intellectual ability, high salary potential and prospects of job opportunity. Falaye and Adams (2008), noted that home-schooled females in rural settings tend to be gender biased when making career decisions. Hill & Giles (2014), in their study revealed evidence of gender differences in specialty

preference among medical students. Male students were more interested in surgery, while female students were more interested in gynaecology, paediatrics and general practice.

According to Getange & Sagwe (2016), pressure from parents, peers and sibling affected students' choices. The study recommended that schools should occasionally invite parents, siblings and other members of the community to moderate such influences on the students. Borchert (2002) and Olamide & Olawaiye (2013) agreed that a high proportion of students saw their personality, possible opportunity and academic grades as motivating factors for career choice. These researchers did not find environmental factors as significant.

Witko, Bernes, Magnusson and Bardick (2005) studied senior high school students in southern Alberta Canada and found that they were comfortable approaching their parents for help with career planning, followed by relatives, role model in the field, friends, school counsellors and teachers, in that order. Similarly, Oyamo & Amoth (2008), in Kenya showed that rural students sought help from parents more than their urban counterpart and that parents played a major role in the career choice than teachers.

Shumba & Naong (2012) found that the family, students' ability to identify preferred profession and teachers' influence were significant factors in determining children's choice. One consistent finding in research is that adolescents' own aspirations are influenced by their parent's aspirations or expectations. (Adya & Kaiser (2005); Mudhovozi & Chireshe 2012; Muthukrishna & Sokoya 2008; Taylor, Harris & Taylor (2004). For example, Taylor, Harris & Taylor (2004) found that mothers were most influential and that daughters often choose profession that are same or similar to their mothers' professions. According to Muthukrishna and Sokoya (2008), mothers as confidants help children with selection of career. Bojuwoye & Mbanjwa (2006) also reported that mothers tended to have more influence on their children than fathers. On the

contrary, Adya & Kaiser (2005) opined that fathers, are the key influencers of the girl-child while teachers and counselors play little or no role. It is believed that this has reduced female intimidation for certain profession. Adya & Kaiser (2005), further revealed that siblings do have some influence: older brothers influencing their sisters to pursue male dominated fields, while girls who have only sisters tended towards careers that are feminine. The same applied to boys with male siblings.

A study in Wisconsin, USA, showed that parental educational background affected children's educational decisions (Borchert, 2002). Judge and Livingston (2008) explained that highly educated parents tended to discuss various career opportunities more openly with their children, hence sharing more workplace experiences with them. This result was corroborated by Falaye & Adams (2008); Edjah, Dare & Danso, (2007). Furthermore, Edjah et al. (2007) reported that the level of education of the mother is the major contributor to the girl-child preference and the higher the mother's level of education, the more she was likely to understand the importance and benefits of child education.

The timing of career decisions is another important factor. According to Edwards & Quinter (2011), a person's personality, abilities, values, skills and talents are just emerging during the teenage years and early 20s, so making career choices during this unsettling period is influenced by different factors. Unfortunately, most students do not really understand the issues involved in careers and might make unwise decisions, when their identity and true personality are still forming (Judge & Kammeyer-Mueller, 2007).

Roy (2016), opined that students are exposed to the same influences but how they respond depend on the students' stage in life. In high school, parents, teachers, career counselors, and celebrities play prominent roles in students' choice than economic stability/salary,

personality, passion and interest in a field, that feature more prominently in university students' decisions. Witko et al (2005) results also indicated that as grade and age increase, senior students are less likely to approach their friends or teachers for help but someone working in the field or guidance counsellors with career planning. As students widen their search for career information, it gets them more engaged in the process and enable them to make independent and informed career decisions.

Shahzad, Zahra and Ahmed (2014), investigated the impact of gender, age and race on career choice and found that home base factors (mothers and the media) were the key determinants. Most students disagree that variables such as age, gender and race play a significant role in their career decision.

In Nigeria, many youths make choices out of ignorance, inexperience, peer pressure, advice from friends, parents and teachers, or as a result of the prestige attached to certain jobs without adequate vocational guidance and career counseling (Issa, & Nwalo (2008). According to Mudhovozi & Chireshe (2012), peer influence have been found to increase or decrease a person's confidence in pursuing a vocation. Adolescents are easily influenced by their peers because they rely on their friends to validate their choices. Consequently, many find themselves in jobs that do not match their personality, ability nor satisfy their value needs. They are unable to contribute anything meaningful to themselves, their employers and society.

There are a number of factors that come into play when senior students contemplate career choices. Due to the broadness, this study divided these determinants into internal and external factors, and literatures will be reviewed on most important factors under each division. For external factors, literatures on opportunity, career benefits, family factor, role model, peer

influence, work characteristics and environment will be discussed. As for the internal factors, personality, individual interest, aptitudes, gender, values and skills will be reviewed.

2.3 External factors that influence students' career selections.

According to Mesa (2013), family influence is considered one of the most significant determinants of career aspirations among youths. Other authors (Sarwar & Azmat, 2013; Taylor, Harris & Taylor, 2004; Singaravelu, White & Bringaze, 2005) also agreed that family factors are a great influence in adolescents' career aspirations and development. Family factor variables that have been shown to have profound influence include parents' advice, family size, parents' occupation, financial status, both parents' educational level, siblings' influence, child's upbringing and interactions with their children. There are varying opinions as to which of these family factors have the most influence on children (Shumba & Naong, 2012). According to Witko et al (2005), when students in Canada were asked to rank the people they were most comfortable to approach for career assistance, parents came first, school counsellors second, and mentors in the field, third. Their result affirmed the importance of parental involvement in students' career planning. They recommended that parents should be kept abreast on how to play an active role in their children's career education.

Immediate family member's involvement are influential with parent's advice coming first, followed by sibling's advice (Koech et al, 2016). According to Pavel (2015), adolescents going through career development process are vulnerable and mostly influenced by their family members. Other authors (Jacobs, Ahmad, & Sax, 2017; Roy, 2016; Muthukrishna & Sokoya, 2008) opined that college students and young adults' career choices are mostly influenced by parents' expectations. Creamer and Laughlin (2005), also reported that parents' influence

through their encouragement, approval, as role model, upbringing, financial support, thereby override the child's interest and other people's expectations.

Parents develop their children's interest towards a particular career from childhood through upbringing, play materials they get them, activities they engage them in, from there they follow the direction and path they want. For example, a musician enrolls his/her child for music class, a medical doctor shows the child how to take care of sick persons etc. There have been instances where parents visit schools to influence their children's subject choices aimed towards a particular profession without considering their talents, interests and desires.

Parents put pressure on their children to pursue professions where their interests or ability are lacking and they cannot object in order not to offend them or simply do not know what else to do (Borchert, 2002). Sarwar and Azmat (2013), in their study confirmed that there was a greater chance of parental influence at that stage because they are perceived not matured to take such decisions alone. Also, Herbart (2006), stated that when a child is raised in a healthy home and have a good relationship with both parents and siblings, they are bound to follow. In some situations, parents make their child to take up careers of their dreams but never got to do in order to fulfill their aspirations through them, sometimes subjecting them to vocations that do not suit them. Mudhovozi and Chireshe (2012), found that respondents' choice of career were mainly influenced by parents, teachers, funds and friends. In certain cases, children chose careers to continue family business or inherit fathers' occupations.

Students identify their parents' career expectation without objection as the strongest influence on their course and career selections (Mapfumo & Nkoma, 2002; Muthukrishna & Sokoya 2008) and teachers or counselors cannot replace the influence they have on their career plans. A study in Canada by Witko et al (2005), found that students approached their parents first

for help and support, before approaching other family members, teachers, friends and guidance counselors. Some children follow career paths advocated by their parents or follow in the footsteps of an older sibling to satisfy the expectation of the social class they belong (Aguiar, Pessoa, Câmara, Perrier & de Figueiredo, 2009). Jacobs, Ahmad, & Sax (2017), in a recent report confirmed the impact of a close father-child relationship when father and mother combine as role models.

Parents with prestigious or high status profession encourage their children to follow suit and they find it easy because they see them as role models and have gathered information on what it entails to be successful in such careers. Research shows that parents and caregivers are influential (Muthukrishna & Sokoya 2008) especially mothers because they are consulted first on issues and are best at easing the children's apprehensions (Bojuwoye & Mbanjwa 2006).

Cousins, Mickelson, Williams & Velasco (2008), agreed that mothers were the most influential and their daughters' occupational aspirations were often similar to theirs. On the contrary Adya & Kaiser (2005), showed that fathers have a greater influence on their daughters' aspirations. Sarwar and Azmat (2013), showed that family influence and fathers' occupation have strong influence on their children occupational options. In Liberia, significant percentage of the students stated that their choice were influenced by their parents and nothing else (Fabea, 2014).

Olaosebikan and Olusakin (2014), in their study argued that parental involvement do have positive effect on adolescents' career choice. Their findings revealed that, parental influence causes crisis due to clash of interest between the child and parents (Olaosebikan & Olusakin, 2014). According to Hewitt (2010), most choices were influenced by their parents' interest, educational level and opportunity. Next on external factors are role model.

Role models have a great influence on students' choices. Role models are those whose way of life and professional activities influence other people in one way or the other. Maina (2013) and Fabea (2012), asserted that role models are often close related persons such as parents, teachers, siblings, family friends, counselors, recent employer, celebrities, and religious leaders. Students are mostly influenced by those who are still in active service especially those of same gender from their field of interest (Adya & Kaiser, 2005). For example, a training centre with more female surgeons will attract female students to the profession (Koech et al, 2016). In a study among medical students to determine the influence of role models on their career choice, 67% of the total respondents reported that role models influenced the choices they made, while others referred to the career guidance they had as a form of model. The same study noted that students who had access to mentorship tended to make informed career decisions early in life than those who did not have. Females seek role models they could look up to in male dominated careers (Mesa, 2103).

Teachers' influence are similar to parents; they are also key players in students' career selection (Falaye & Adams, 2008). According to Fatoki (2014) and Falaye & Adams (2008), teachers know students' aptitude and abilities, so they encourage them to take certain subject that will guide them toward a particular profession. Therefore, it is important for teachers and counselors to provide guidance to learners in line with their abilities. Nowadays, media plays a significant role in enlightenment. Various types of media such as television, radio, magazines, movies, dramas and advertising have been identified as source of information for students (Mudhovozi & Chireshe (2012). Students indicated that someone they saw on television influenced their career decision making and girls seem to be more influenced than boys by the media. (Mudhovozi & Chireshe, 2012). Chireshe (2013), reported that in Kenya, counselors

disseminated information through stage plays, poems and songs. The impact of the media can be both helpful and harmful, so the media and its contribution cannot be undermined but calls for caution.

According to Mudhovozi and Chireshe (2012), peer influence have been found to increase or decrease a person's confidence in pursuing a career; best friend exerts strong influence on individuals leading to similar choice. Although both sexes are found to be influenced by friends' interest in certain subjects and vocation; the impact is less with males compared with females (Issa & Nwalo 2008). In a study conducted by Kimiti & Mwova (2012) in Kenya, students valued peer judgment above teachers and guidance counselors; boys were more influenced than girls.

However, this finding differed from that of Mesa (2013), who found that adolescent peers tended to have influence on social behaviors rather than career choices.

In career selection, opportunity proved a determining factor for students (Shahzad, Zahra & Ahmed, 2014). Financial and educational advancement opportunity influenced how students' perceived their success in a particular field. Parents' financial status and resources to some extent affected children's career choices, because it impacted upon where the child lived, schooled and other opportunities (Omari, 2014). According to Sellers, et al 2009, individuals raised in a high or medium socio-economic family background are more likely to be knowledgeable of various career options than those with lesser means. Other studies have shown that there is an association between the family's socioe conomic status and one's aspirations (Omari, 2014; Hooley, 2012).

Students from lower socioeconomic class often find it difficult to continue their education while those from upper class obtain much encouragement and financial support to further their studies (Olaosebikan & Olusakin, 2014). When tuitions are financially demanding, students are

constrained to make choices according to their parents' income (Borchert, 2002). The possibility of getting scholarship to study a particular course can influence a student's selection (Maharaj, 2010). On the contrary, Brown and Barbosa (2001), argued that socio-economic status does not affect career aspirations of low-income families, because they can get all the needed career exposure and experiences from family members and role models.

An opening could allow students access to academic, technical, public and private colleges in the area to develop specialty preferences (Olamide, & Olawaiye, 2013). The types of job available are based on socioeconomic conditions and location. Jobs are sometimes rooted in family and parents try to influence their children to go for courses that will make them carry on with the family business. Most children who have their early and secondary school around home, have the fear of leaving home and having to move to another location for post-secondary educations or get a job drive them to pursue career opportunities in their immediate environment.

Occupational stereotyping as a product of gender bias has been found to influence career choice among students, limiting students from exploring certain vocations. Career stereotyping evolve from family, culture, society and religious beliefs. Stereotypes place unfair treatment on peoples' desire, hindering them from taking certain steps (Hooley, 2012). For example, women are limited to occupation like catering, teaching, and nursing while men are encouraged to explore occupations such as construction, manufacturing, and transportation (Hewitt, 2010).

Female students tended to neglect certain professions because they are perceived as men's field (Omari, 2014). Perera and Velummayilum (2008), noted that females are found to choose occupations that have definite working hours in order for them to take care of their family and perform other duties. Hewitt (2010), proposed that most traditional females like work of low status, less pay, less stressful and do not aspire for leadership or decision making positions.

Kniveton (2004), Falaye and Adams (2008) and Mudhovozi and Chireshe (2012), opined that the school where a student is educated is influential because that is where the interest, personality and information on career are reinforced. Mudhovozi and Chireshe (2012), observed that children are exposed and prepared in different ways to explore career opportunities by the school they attended. Private schools are better at providing current and comprehensive information on career options towards making informed decisions than public schools. Nyamwange (2016), in his study concluded that having prior knowledge about a career is important to developing and sustaining interest in it. Information should cover course entry requirements, employers' expectations and job description.

Career theorist Krumboltz, argued that environmental factors play a major role in decision making process (Omari, 2014). Career choice is the ability to identify and select a profession in response to the environmental forces and realities of life at the same time (Omari, 2014).

Omari (2014), in her study in Kenya found that environmental factors were influential in their selection, besides opportunity and personality factors.

Career benefits and work characteristics, such as job security, working hours, job description, expected income, appraisals, recognition, health allowances, and retirement benefits were what students considered important when selecting a profession (Sarwar & Azmat, 2013). Students considered careers that have high earning potential, advancement opportunity and retirements benefits (Fizer, 2013). Along with stability during their career, some students looked ahead to retirement making sure they are secure for the rest of their lives (Wildman & Torres, 2002).

Parents' level of education influenced career choice. Some occupations do not require formal education or training, but one's level of education either limits or increase career opportunities. The type, quality and level of education also determine choice of career (Hooley, 2012). Student who have access to sound education find it easy to make wise career choices compared to those who don't (Omari, 2014; Gordon & Steele 2015).

Parents, guardians and role models' level of education affect students' career choice (Gordon & Steele 2015). Parental level of education determine educational advancement and career options available to their children. Educational background of parents according to Hooley (2012), determines how exposed they are to career-information in order to help their children make wise decisions.

Bright, Pryor, Wilkenfeld and Earl (2005) in their study examine the role of unexpected events, educational background, parents occupation, job opportunity, career interest, work experience, family perceptions, education, friends, teachers and the media on career decision-making among 651 university students in Australia. Their results indicated that students perceived family and teachers to be significant influences on their career decisions. Koech et al (2016), in Eldoret, Kenya, found that more than 80% of the respondents agreed that career benefits, economic stability, job opportunities, possibility of career growth and job satisfaction influenced their final decision. However in Abdullahb and Asmac (2015), on Malaysia students revealed that economic considerations has no significant effect on career decision of students.

Fabea (2014), asserted that adolescent occupational choices are influenced by educational opportunity and social factors, therefore recommended that career planning be incorporated into the school curriculum early for students' enlightenment. These findings were consistent with

Shumg and Noang (2012), that personnel and subject combinations were major influential factors in students' choice of career.

2.4 Internal factors that influence career decision among students.

Personality trait is one major internal factor that influence students' choice of career (Ko, Lee, Leung, Fleming, Vikis & Yoshida, 2007). Personality variables include verbal communication, reasoning ability, numerical ability, memory capacity, attitude, appearance, confidence, values, sense of responsibility, commitment and lifestyle. According to Sarwar and Azmat (2013), individual personality is molded by their family background, living environment, religion, cultural beliefs and society.

Kim (2011) reported that having a personality that matches the qualities and activities of an occupation help narrow down various career preferences for students to a particular field that they think will fit their personality type. According to Splaver in Borchert (2002), for one to make an intelligent career plan, it is important to have a good understanding of one's personalities and match them with a fitting professional role. Certain personality characteristics are a plus in some profession. For examples, an outgoing and sociable person will do well in marketing or politics; an outspoken personality will fit into the law profession; students who have an investigative personality are more likely to major in sciences and those with artistic personality in the arts. (Hooley, 2012; Porter & Umbach, 2006).

Personality is a collection of traits such as attitude, behavior, confidence, manners that are generally acceptable (Hewitt, 2010; Omari, 2014). For example, if one related well with friends at school, the same would probably do same with colleagues at work; but if such friendly environment are not allowed at work it may lead to unhappiness and lack of job satisfaction (Braza & Guillo, 2015).

Gender plays a significant role in molding the career decision of an adolescent (Huang, 2006). It also influences the choice by parents for children (Omari, 2014). A child's gender determines the type of career options they are exposed to in schools and by parents. Even when they have same mental ability, boys are encouraged to choose more prestigious professions which explains the male dominance in some profession. For example, Hill and Giles (2014) in their study revealed evidence of gender differences in specialty preference among medical students. Male students were more interested in surgery, while female students were more interested in gynaecology, paediatrics and general practice.

Although gender bias in career choice are subtle and difficult to discern but are directly or indirectly done by parent, teachers and counsellors. For example, if a girl from a family where father, mother and sibling are in the medical profession and she opts for engineering, she is made to see engineering as masculine (Gordon & Steele 2015). Students' response in a study done by Mutekwe, Modiba and Maphosa (2011) on factors affecting female students' career choices and aspirations in Zimbabwe revealed the importance of gender in career decision and how family, traditional society have made children know that some careers are meant for men and others for women. Buser, Niederle and Oosterbeek (2014), discussed that gender influenced career choices among students in the Netherlands. Falaye and Adams (2008), also noted that home-schooled females in rural settings tended to be gender biased when making career decisions.

Aptitude and academic ability is also an important career selection factor (Beggs et al., 2008). Students with low mental ability usually go for courses that require less workload, while intelligent ones choose tasking career paths that might even require prolonged training.

According to Edwards and Quinter (2011), academic performance of a student has a great influence because opportunity to advance to post-secondary education is based on performance

in entrance examinations or merit in certain subjects. Mashige and Oduntan (2011) found that desire to help people, job availability, subjects passed, grade points and good salary are the key factors that influenced students' choice of optometry. Van Zyl and de Villiers (2011) in their study reported that job security, job satisfaction, aptitude for accounting and potential future earnings were the reasons why they chose accounting profession. Cutler, Alspector, Harding, Wright, and Graham (2006), reported that psychiatry students' choice was motivated mainly by the field's intellectual content and life style.

Onoyase and Onoyase (2009), in their study showed that there was significant relationship between personality type and choice of career. The result revealed that almost all the students' career choice were in agreement with their personality type, they made choices based on prestige attached to the career. According to Holland (1985) in Omari, (2014), a well-known career theorist believes people in the same profession have similar personality and one's profession tell a lot about his/her personality. For instance, those in health related profession are generally caring; teacher are known to be patient people and those who like competition/goal-getting are manager of manufacturing companies. Holland believes that professional success, stability and job satisfaction all depend on the right personality and work environment. He opined that people are happy working in environments that match their personality types.

Personal interest means choosing a career that one enjoys the activities involved which are not against values one holds dear. According to Edwards and Quinter (2012), the personal interests was the most important factor influencing career choice. Personal interest in certain subjects, job routines, challenges, dynamics and experiences impact on career selection.

According to Sarwar and Azmat (2013), career decisions are not influenced by one or two factors only. Career selection is actually the combination of multiple factors which are

interrelated directly or indirectly. As Maharaj (2010), pointed out that family, school, and community are interconnected when talking about career exploration. Braza and Guillo (2015), also in their study among private school students in San Jose, Batangas found that personality, gender, parents' educational attainment, family income and intellect served as guide in choosing the course of study in higher institutions. They recommended that these variables be used in proposing a career program that will assist students in making informed choices.

According to Tan and Laswad (2006), vocational choices are influenced by personality, role models and personal interest. Another research with a sample size of 133 students in South Africa, reported that family, personal ability and teachers were the most significant factors. Shumba and Naong (2012), implied that in order for students to make the right choice, family support and teachers' guidance should be taken more seriously. The study recommended that parents should not impose choices on their children.

Chemjor (2016), in Kenya, studied a sample of 1120 made up of students, principals, teachers, parents, education officers and concluded that individual attitudes, peers and parents influenced learners' selection. Some adolescents, as found by Pavel (2015), do not have total control over their choice, they follow labor market demands, guidance counselor and parental advice. Similarly, Aguiar, et al (2009), reported that students made choices based on current economic situation, job characteristics and personal interest.

Edwards and Quinter (2011), examined the role of 15 pre-determined factors and found that the most influential factors students' considered were availability of advancement opportunities, career flexibility, learning experiences and ability to apply acquired skills. They found that gender and the environment played a very minimal role in career selections. Watson et al (2010), revealed that career selection was influenced by multiple factors such as the

environment, personality, academic performance and that most students aspired for prestigious occupation. Others considered the big salary involved, while some followed their interest irrespective of the financial reward.

Wally-Dima (2013), found that students are more concerned about advancement opportunities, employment, personal interest and high pay and less of parents' occupation, tuition, duration of study, teachers and peer influence when planning for a career. Adeleye (2010), agreed that passion for the profession, potential high income and service to the society played a significant role in career choice of medical students. Borchert (2002) also found that students' personality, opportunity and academic aptitude were the important motivating factors and regarded the environment as an insignificant variable. Borchert's findings were in line with Olamide and Olawaiye (2013), that for a great number of students their personalities and opportunities affected their choice the most.

2.5 Career information available for students use in schools

The choice of careers, subjects, courses of study and the subsequent career paths to follow are a great challenge for many students because they lack adequate information (Issa & Nwalo, 2008). According to Talib and Tan (2009), lack of information hinder students from choosing the right course of study.

Guidance and counseling is a professional field which provides range of activities, programs and services on educational, career, social and personal guidance (Mesa, 2013). These services address individual needs, assist them to understand their personality, environment and develop the ability to making informed decisions (Eyo, Joshua & Esuong, 2010).

It is imperative that students have knowledge of themselves, current information on their prospective careers, environments and job availability at the point of decision-making (Mesa,

2013; Sarwar & Azmat, 2013). The required knowledge can only be acquired through guidance and counseling, supportive family background, and positive role modeling among others (Mesa 2013). Schools that are supposed to play a leading role in providing career information and counseling are not fulfilling their responsibilities to students (Mapfumo & Nkoma 2013; Sarwar & Azmat 2013).

The role of career guidance and counseling in schools according to Adegun and Aremu (2013) and Mesa (2013), is to assist students in subject selection, develop self-awareness, knowledge on career options, learn career choice skills, awareness of post-secondary challenges, job search skills, cope with job stress, learn application of problem solving skills and apprise them with possible mistakes in decision made (Mesa, 2013). Its importance cannot be undermined because it provides the needed information, which increases students' confidence to make informed choices (Pavel, 2015).

Onoyase and Onoyase (2009), in their study showed that there was an association between career choice and counseling. They reported that students made wrong selections due to the absence of guidance counselors in the school. Adya and Kaiser (2005), found that career and occupational counseling were lacking or inadequate in high schools; teachers and counselors provide little or no career direction. This result was in agreement with the findings of Olamide & Olawaiye (2013).

Mekgwe (2010), studied the extent to which the current career guidance program in Senior Public Secondary Schools met the needs of the learners in Gaborone, Botswana and concluded that limited time, lack of trained personnel, lack of key career exploration activities and resource materials in schools hindered effective career service delivery. While Shumba, Mpofu, Seotlwe and Montsi (2011), found that since school teachers were only trained to teach

all curriculum subjects except Guidance, they were ineffective in guidance program in Gaborone schools. The authors recommended that successful implementation will require personnel with sound knowledge and skills of career counseling.

It is evident that what goes on in Botswana schools is a replica of the situation in some other countries. Truong (2011), in his article on Career Education Policy and Practice in Ontario High School reported students' dissatisfaction with time and number of sessions with counselors. School counselors expressed high student-counselor ratios, extra responsibilities and student low attitude towards counseling sessions. The study suggested students' and counselors' change of attitudes toward career planning education. Witko et al (2005), revealed that students in all grades acknowledged the presence and importance of career counseling services but desired more information about available courses, post-secondary education and other support for career planning. The authors suggested the need for a comprehensive curriculum that provided information on students' career development. Similarly, Bloxom, Bernes, Magnusson, Gunn, Bardick, Orr and McKnight (2008), in their study among grade 12 students in southern Alberta, Canada confirmed the availability of career development programs that did not meet their needs and called for an effective career and life planning educational programs. Programs that will help them pursue professions they are passionate about, consider individual interests and abilities, provide information on financial help for education advancement, and information about post-secondary education.

The situation is not different in Nigerian schools. Oluwatosin (2016), in his study on stakeholders' perception of guidance and counseling services in secondary schools pointed out that majority of students, teachers and parents were aware of the relevance of counseling to students but admitted that the services provided were ineffective due to lack of qualified human

and material resources, while some schools do not have counseling service. This contradiction implied that counseling services were given more attention in some schools than others. The study suggested that government should initiate a policy through the Federal Ministry of Education, to provide minimum standard for the provision of counseling service in all schools in Nigeria. Getange and Sagwe (2016), reported that students received little or no career guidance due to inadequate training of the teachers, few career guidance sessions and in some schools none were organized. In the same study, teachers' responses showed that students' career awareness and aspiration were low. Teachers agreed that an increase in career guidance sessions, materials and trained resource persons were necessary. Ojiah, Apeh and Apeh (2015), found that guidance and counseling services are not available in all schools and recommended that stakeholders in education should make efforts to make the extend the services to all schools and ensured that counselors were doing their jobs through regular monitoring. Gichohi (2005), said that there had never been serious efforts to help students make right career choices. Many schools depended on the 1989 career information handbook, whose information had become obsolete.

Mesa (2013), found that students to a large extent do not have access to career information to make realistic plan for their future, while some are unaware of career and guidance training opportunities at various levels of post-secondary schools education. It was worse in the rural schools which have constrained access to career guidance programs and resources such as trained teachers, published articles, media, and Non-Governmental Organisations (NGOs). In South Africa, career opportunities are unevenly distributed, career programs are provided for privileged groups and the majority of black persons receive nothing (Maree, 2009). Similarly, a recent study by Bojuwoye and Mbanjwa (2006), found that students

from disadvantaged schools made wrong choices because they lacked career information or unsatisfactory career counseling services. Mapfumo and Nkoma (2013), in their study to assess the presence of guidance and counselling services in Zimbabwean high schools found that students from mission and government schools indicated awareness of guidance and counseling services, while students from rural schools do not have access due to lack of material resources, qualified career counselors and poor socioeconomic status of parents. The report also showed negative attitudes of school authorities to guidance services and counselors in particular.

Edet (2008), reported negative attitude towards vocational guidance services in Nigeria. The study pointed out that school authority's negative attitude constituted the greatest obstacle to the success of career guidance and counseling programs and activities in schools. Mesa (2013), further explained in his study that counselors are not regarded and treated as part of the school system, because they see the services of the counselors as unnecessary and treated as irrelevant.

Tiego and Kamore (2015), reported that Guidance and Counseling programs were not effective in schools because of inadequate training of personnel, less time and lack of support from the administration. In schools where there are guidance and counseling programs, the focus are on students' discipline rather than career information. Likewise Chireshe (2013), reported that most Zimbabwean secondary schools do not have counsellors and the few that had were involved in HIV & AIDS counseling and other issues such as unwanted pregnancy, sexual abuse, drug abuse, school violence, etc. This result implied that students do not have information on career decision process which are needed to make wise selection. Mogbo, Obumneke and Anyachebelu (2011), revealed that only 29 percent of girls received support from career counselors on career decisions. The study further revealed that teachers and counselors were comfortable counseling on other issues than career planning and development, probably because

they do not have sufficient career guidance training. In Pakistan, respondents agreed to lack of proper career counseling in schools and revealed that the media played a major role in helping students in making their selections (Sarwar & Azmat, 2013).

Contrary to negative report on career guidance and counselling, some studies have shown positive perception of guidance services. Kimiti and Mwova (2012), data revealed the presence of career guidance programs in all the twelve selected schools in Machakos and Kitui Counties, Kenya where 89.5% of the students indicated that the provision of career guidance and information helped them in choosing their career. Also Amoah, Kwofie and Kwofie (2015), reported that students strongly agreed that all forms of career guidance and counseling provided by their school influenced their decisions. It was therefore recommended that frequent career programs be provided to support students make well informed choices. Dabula and Makura (2013), in an Eastern Cape study revealed that the program helped students overcome their fears, confusion and lack of confidence in the process of making career choices in their respective schools. Eyo, Joshua and Esuong (2010), investigated the attitude of secondary students towards guidance and counseling services in Cross River State, Nigeria. The study revealed that students' attitude towards guidance and counseling services were positive.

Koech et al (2016) suggested that exploring career options through guidance and counseling before committing to a career increases future success and satisfaction. Mesa (2013) further argued that to reduce unrealistic career choice among school students and the number of frustrated people in the society, it was imperative that effective career program be provided.

2.6 Conclusion

Literatures has clarified the various factors that determine a student's career choice and to what extent they influence the choice. It is unfortunate that wrong choices are made due to

various reasons such as lack of information, peer pressure, wrong modelling, without the benefit of career counseling (Pavel, 2015).

However, these findings have not given us a clear picture of the Botswana context, because not much has been written on the subject. Despite the available literature on this subject to the researchers' knowledge, none has been able to give a comprehensive picture of factors affecting career choice among students.

The process of selecting a career is a difficult task because of the various variables involved. This chapter presented literature on factors influencing career decision making process by different scholars. From the literature review, it is evident that multiple factors influence career choice of students both locally and internationally. Notable are, family, finance, income, environment, opportunity, career information and personality factors are most influential. It was also noted that these factors are interdependent.

In spite of the recognition of career guidance and counseling program in school as source of information needed to make a wise choice, many schools do not have an effective program and where available, they are hampered by lack of human and material resources to deliver effective service.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

A research design is defined as the framework of a study that directs the collection and analysis of the data in order to achieve the purpose of the study (Churchill & Brown, 2007). This section covers detailed descriptions of the research design, its methodology, study population, sampling procedure and sample size, measuring instrument, pilot study, data collection procedures, dependability, trustworthiness, data analysis techniques, as well as ethical considerations and summary of the chapter.

The main objective of this study is to explore various factors (the most important internal and external factors) that influence the career choices among private secondary school students' in Gaborone and the impact of guidance and counseling services provided in schools. This study sought answers to these research questions: What are the perceived determinants of career choice among private secondary school students in Gaborone? How does internal and external factors influence career aspirations of private school students? To what extent does the career planning programs in schools influence students' choices?

3.2 Research Design

According to Pride and Ferrell (2008), research design is a structured plan for obtaining data from a target population, analyzing and interpretation of all the gathered information.

A case study approach was ideal for this study. Qualitative research design was used to collect data. This design according to Cooper and Schindler (2011), provides current and precise description of a problem at a particular point in time based on gathered information. This design allowed an in-depth study of students, counselors and principals (school heads) on factors that

influenced career choices among private senior secondary school students in Gaborone and the impact of career preparation services.

According to Patton and Cochran (2002), qualitative approach seeks respondent's perspective over an issue or problem. Hence, qualitative method would encourage participants to freely express their feelings, emotions and knowledge on motivating factors and the impact of career guidance and counseling programs. Furthermore, qualitative approach gives a researcher the opportunity to interact and dialogue deeply with participants during data collection, allowing further probing to get rich information. This key advantage of the approach allowed the researcher to collect and analyze data as perceived by participants.

3.3 Target Population and Sampling Design

3.3.1 Population

A population is the entire group of individuals, objects or events that have common characteristics from which inferences are made (Cooper & Schindler, 2011). It is complex, time consuming and financially stressful to use the whole population for data collection, it is much easier to select a sample for which the findings could be generalized.

The population studied was made up of form 5 students, career counselors/teachers and principals in 4 private secondary schools in Gaborone, Botswana. There have been studies of public school students in Botswana and this study was meant to fill the gap in knowledge since this subset of students' population (private) has not been researched.

 The form 5 students were selected because being at the final stage in secondary education, these students were exposed to the process of career planning, guidance and counseling and are expected to select a discipline for training at higher institutions or alternatively leave to join the work force. The career counselors are selected because they are in

charge of guidance and counseling units and are believed to have vital information by virtue of their positions. The principals of the selected schools were a part of the study population because of their oversight duties as well as policy and administration.

The participants were predominantly English-speakers for easy interaction and dialogue.

3.3.2 Sampling procedure

Sampling is the selection from a well-defined population that is representative in all possible ways. Four schools were randomly picked from the list of private schools to take part in the study. Simple random sampling was used for students' selection because it allowed the selection of each unit independent of every other unit. The students were randomly selected from all form 5 classes to ensure that there was no bias using the class registers.

Career counselors/teachers and school principals from each school were purposely selected. It is believed that the findings from the four selected schools are enough to unveil perception and experiences on career choice and planning in private schools in Gaborone. Each interview lasted between 45-60 minutes.

3.3.3 Sample size

Creswell (2013), asserted that a whole population is very large and may not be practically used in a study, therefore, a manageable size can be used to represent the total population. Sample size is the subset or smaller unit selected from the population for study. In the opinion of Bloor (2001), focus groups consisting of 6 to 10 participants are considered suitable for producing answers to research questions.

For this study, 12 learners were randomly selected to participate in the focus group interviews at each school. In total, there were 4 different focus groups with a total of 48 students representing the target population in the interview. Also, four career teachers and four principals,

one from each school, automatically qualified for inclusion in the study. This size was a fair representation since the population share similar characteristics.

3.4 Data collection procedure and instrument

In qualitative research, people's words, actions and archives from interviews, observations and artifact analysis (documents analysis, photos, written or text materials) are sources of data collection. The data could be gathered from primary or secondary sources. Instruments such as observation, in-depth interviews and group interview formed the primary sources of information, while relevant documents, tapes (video or audio recording) and photographs are secondary sources of data.

For this study, focus group interview, one-on-one interview and qualitative questionnaire were used to collect data. Focus group is a type of qualitative research interview where a small group of homogenous people are brought together to discuss a specific topic for the purpose of obtaining relevant information (Dilshad & Latif, 2013). Interview allows one to probe and obtain in-depth information from participants which might be difficult or impossible to get from a yes or no response questions or other means of data collection. It allows participants to express themselves freely without being constrained by questions with predetermined answers. It is an excellent way of asking individuals or group of people to freely express their opinions, interests, experience, perceptions and ideas on a particular issue (Schostak, 2005). Scheduled face-to-face focus group interviews of students and individual interview with career teachers unveiled their perceptions and experiences on career choices and planning. The study used open-ended qualitative questionnaire technique to collect data from principals of each selected private schools. Although it is an uncommon method in qualitative studies, it was used to save time knowing that principals being busy do not have time for long interviews. This approach was also

considered because of the small population of participants and information required was straightforward.

Prior to actual collection of data from participants, the researcher applied for permission to carry out study from the University of Botswana Office of Research and Development (ORD). After receiving approval, the researcher conducted a visit to establish a friendly rapport with the school authorities, students and career guidance counselors.

Assent and consent forms were given to potential participants and their parents to complete as evidence of agreement to voluntarily take part in the study. These forms described in brief the research project: objectives, selection criteria of subjects, assurances that the information given would be treated with utmost confidentiality and anonymity. Permission to use tape recorder during the interview was sought from participants. It was also made clear to the participants that they can voluntarily withdraw at any point in time when they are no longer comfortable with the interview.

The researcher booked appointments for the dates to interview and administer open ended questionnaire to participants. Counselors or teachers in each school were present at the interview sessions to ensure that the procedure was fair, without bias, and that ethical requirements are met. The participants were asked the language they preferred for the interview and the most comfortable location to hold the meetings. The interview was conducted with the assistance of trained research assistants.

The interview was guided by an outline of questions focused on the research questions and constructed in clear words for ease of understanding. Due to time constraint, each group was interviewed once using an interview guide to pose the same number questions to all participants

in each school for 45-60 minutes as agreed with the school administration. Career guidance teachers in each school were also interviewed using similar schedule at their offices.

Interview proceedings were audiotaped and later transcribed. Also there were handwritten notes by the researcher during the interview on the atmosphere, sitting arrangements, timing, room setup, interaction, freeness and non-verbal cues as additional data sources. The wording of questions for interview guide and open ended questionnaire were identical for career counselors and principals to facilitate easy data analysis. The participants were asked if they had questions or additional information that was omitted during the interview. Then the participants were thanked and the session ended.

3.5. Reliability/Transferability of the Study

Transferability/reliability refers to the extent to which a study report can be repeated with a consistent result (Leung, 2015). Replication of qualitative studies has been difficult to achieve, as replicated studies often produce different findings (Bloor &Wood, 2006).

To ensure transferability of this study, there was adequate preparation for data collection. The participants were debriefed of all necessary information about the study for better understanding of their contribution. Transcribed statements were returned to participants to validate response. The analyzed data were also peer checked by research experts, fellow researcher and a research and evaluation colleague to re-analyze some of the data to ensure that the researcher has analyzed the data correctly.

According to Sapsford (2006), the reliability of an instrument indicates the stability and consistency with which the instrument measured what it was meant to and produces similar results when used in similar situation. De Vaus (2003) in Mesa, 2013, advised researchers to pilot test their instruments to avoid ambiguous, misleading, inappropriate, and redundant

questions, before the final interview guide drafts are constructed. Piloting the research instrument helps to identify problems such as unclear questions, timings for the interview, number of questions and sequence of questions. According to Mesa, 2013, a pilot is a small scale version or trial run in preparation for a major study. Baker (1994) reported that 10-20% of the sample size subjects are adequate for the pilot research. In this study, 8 students were randomly selected from a different private school that was not part of the study population for the pilot study. The students selected were not part of the final study.

3.6 Validity/ credibility/ trustworthiness

It is important to prove the credibility of a qualitative research. Credibility is the question of how real and consistent a study is. Towards credibility of this study, the researcher ensured the use of a suitable design, selected a bias-free sample size, employed an appropriate instrument to collect information, reliable systematic coding and transcribed statements remained true to the raw data, as well as expert member checking.

3.7 Data Analysis Techniques

Qualitative research data come in raw form and make little or no meaning until they are processed and analyzed into themes and meaningful statements (Saunders, Lewis & Thornhill, 2007). Qualitative data are analyzed by converting recorded interviews into text or statements to reveal participants' perception, views and thoughts about an issue. Simon (2011), defined qualitative analysis as interpreting collected raw data, breaking down into smaller bits and putting common themes together.

Focus group interviews generate large amounts of data, which are overwhelming, therefore information gathered are analyzed to reduce data and get the needed facts. The data collected through audio recording during interview were converted word for word into

statements to get full details of the discussion. Where the Setswana language was used, they

were carefully translated into English. Thereafter, the transcribed statements were read carefully

to capture distinct and relevant information on factors influencing career choices and impact of

counseling common to all the groups and placed them into themes and categories to allow

comparisons with other responses and present coherent, consistent results.

The categories and themes obtained were coded around the research questions. The coded

themes were interpreted and these findings were discussed. Also, some direct statements

highlighted in the responses were quoted verbatim to relay exact words of the participants in the

discussion section.

3.8 Ethical considerations

In research, ethics are principles that guide researchers' conduct and relationship with

participants (Creswell, 2013). Botswana has a standard procedure that stipulates that before

pursuing any research in the country, permission should be sought from the office of the

Permanent Secretary of the relevant ministry. As a matter of fact, permission was obtained from

the Permanent Secretary, Ministry of Education and Skills Development for collection of data in

the sites identified through the office of ORD-University of Botswana. After receiving

permission, all selected schools were notified in writing and visited for permission to conduct the

research. These actions were influenced by the fact that informed consent of the participants is a

pivotal aspect of research ethics (Mills, 2003). Somekh et al. (2005) concurred that ethical issues

are centrally important in social research because knowledge confers power.

Additionally, respondents were made aware that they are free to withdraw their consent

or withhold any information or are even discontinue their participation in the study at any time.

Along the same vein, the matter of confidentiality of respondents was emphasized to respect

their decisions about dissemination of the information obtained. The learners were reached

through the school administration during school hours and therefore were easily accessible.

3.9 Summary

This chapter covered the research methodology: the study design, study population,

sampling design, data collection methods and analysis. How the reliability of instruments was

ensured was explained as well as the validity of the study. Finally, the ethical issues were

addressed. The next chapter will analyze the data collected and discuss findings.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis of data collected, results and discussion of the findings from students, teachers/counselors and principals in this qualitative study of the determinants of career choices among students in English medium schools in Gaborone.

The primary aim of this study was to determine the factors that influenced career choices among English medium senior secondary school students in Gaborone, Botswana, as perceived by the learners, career counselors and principals. The secondary aim was to examine internal and external factors that influenced their choices. Finally, the impact of career guidance programs in schools was examined.

The following are the key questions of the study:

- What are the factors that influence career choice among senior secondary school students in Gaborone, Botswana?

- How do internal and external factors affect career aspirations among secondary school students in Gaborone?

- To what extent do the career guidance counseling programs affect career choices among secondary school students?

The focus-group discussions and individual interviews provided various perspectives of what students considered when making career selection. It also provided an insight into the roles schools play in career planning and development.

Focus-group interviews, individual open-ended questionnaire was used to collect data from 48 students, 4 counselors and 4 school principals making a total of 56 participants in this study. From each school; the principal, a career counselor and 12 students were interviewed. The data was analyzed and developed into categories and emerging themes were presented in statements and direct quotations based on the objectives and research questions in order to maintain consistency and flow in the study. Individual participants in the interview and description of data are represented with codes to protect their anonymity and confidentiality. Codes were used to represent the participants and focus groups in the four different schools, (S) represents students with numbers 1-12 for each, (FG) represents focus groups and each group numbered 1-4, (CC) represents career counselors with number 1-4 for each, (SP) represents school principals with numbers 1-4 for each. Codes used to represent the participants are presented in the table below:

Table 4.1: Codes representing participants

Participants	Codes
Focus Groups	**FG 1, 2, 3, 4**
Students	**S 1-12**
Career Counselors	**CC 1, 2, 3, 4**
School Principals	**SP 1, 2, 3, 4**

4.2 Description of factors that influence career choice among senior secondary school students.

To find out factors that influence career choices, students were asked the meaning of the word career, when they made their choices and how easy was the decision? This questions were used to seek their understanding of career choice, planning and development. All respondents had a common knowledge of career as one's future occupation and a means of livelihood. Interviewees had varying responses with regard to their career choices and the motivations behind the choice, timing and how easy the decisions. They indicated that they aspired for careers in various disciplines such as medicine, law, engineering, business management, accounting, sports (soccer), theater art/entertainment industry, real estate, piloting, fashion designing and were motivated by either something or someone (external factors) or internal factors. During the interview internal and external factors such as, personal interest, their personality, mental ability, prestige attached to career, natural talents and skills, family influence, employment, society, personal experiences, gender, occupation stereotyping, money, work characteristics, education advancement opportunity and their immediate environment were mentioned generally by the participants. This finding was in agreement with Ogowewo (2010) who found gender bias and other factors such as interest, life ambition, challenging nature of the career, prestige attached to profession, intellectual ability, high salary potential and prospects of job opportunity.

Students' responses on career selections showed their preference for well-known professions. One of the students (S $_1$FG $_1$) responded:

"I have two options: journalism or soccer player. I want to be a journalist because I like going to events and recording what is happening and I've liked soccer since I was three years old and I believe that I have skills and talent for it."

Another student stated that: *"I have always wanted to be a real estate agent but recently I started developing interest in becoming a diploma; I prefer been a diplomat"* (S_4 FG_1).

According to (S_8FG_4) *"I have two options: I want to be a pilot or a lawyer."*

A student in the same group said *"I want to go for performing arts or study psychology. But if I am to choose, I will pick psychology over performing arts"* (S_7FG_4).

Whilst (S_8FG_1) indicated that *"I have four career options. 1st choice: lawyer, 2nd social worker, 3rd politician and 4th teacher. Overriding all options, I want to be a lawyer."*

The above responses show that most of the participants wished to obtain professional training and qualifications in well know professions from universities within or outside the country upon completion of their senior secondary education. This finding is consistent with Raffaele-Mendez & Crawford in Mekgwe (2010) that 21st century generation of students are only willing to venture into popular career paths mainly populated and known for men.

On the timing of the decisions, the responses revealed that they made these choices at different stages of their lives: some during childhood, others in standard six and form two. More than half of the participants had more than one career options, some even up to five, with varying reasons. It was observed that most of the participants who aspired for more than one career were students in the humanities and management class, while those in the sciences tended to have made one final choice.

S_4FG_3 and $S_{10}FG_2$ were yet to make a final decision about which career paths to follow. According to S_4FG_3,

"*I had always wanted to be a chartered accountant from childhood, but as I grew up I kind of lost interest in accounting, and now because I enjoy standing in front of people and talking, offering advice; I'm thinking of becoming a motivational speaker. I haven't really found a specific career that I'd enjoy, because looking at the market in Botswana, you can't really call motivational speaking a profession. So I will say for now I have not really decided on what to do".*

While the other respondent attributed her indecision to poor performance in required subjects and is focused on improving her grades. ($S_{10}FG_2$) had this to say: "*I'm not doing well in science subjects, I just want to study hard and do well in my final examination, I don't want to worry about career choice yet".*

This perception of career indecision was also uttered by career counselor CC_1 and CC_2. They stated that some of the students do not have an idea of what they want to do after their secondary education. Borchert (2002) and Talib & Tan, (2009), stated that good decision-making does not rely on adequate information only but maturity and confidence.

4.3 Perceptions on external factors that influence students' career choices.

To address the above concern, participants were asked who or what has been the greatest external factor that influenced their choice of a career? The following themes emerged from the participants: Family influence (parental influence/expectations, siblings' influence, role models), Opportunities (employment opportunity, good salary prospects, career prestige, career benefits and work characteristics, educational advancement opportunity and sponsorship/financial), subjects selection and combinations, (academic performance in requisite subjects), societal orientation (occupation stereotyping) and personal experience.

4.3.1 Family influence: Participants had varying response with regards to family influence in their choice of career. Students were asked about their parents' role. S_1FG_3 noted that: *"My parents encouraged me to choose any career I wanted, as long as I'm happy".* This statement was common to many of the students in science class across all groups. $S_{10}FG_1$ also stated that: *"My parents didn't force me into any career; I was rather encouraged to work hard to realize my dream."*

The responses from some students in humanities classes differed. S_4FG_1 responded: "*I expressed that I wanted to be a masseuse but my parents thought that was a crazy idea."*

S_7FG_1 pointed out that: *"My mum disapproved of my studying humanities on the pretext that the government was sponsoring only the sciences."*

Yet another student: *"My choice of law was like being programd; my dad was relentless until it stuck, I couldn't get it out of my head or think of anything else. It just had to be law"* (S_5FG_3).

The above students' responses affirmed parents' involvement especially students in humanities. This was supported by Megkwe (2010), that the significant role of parents in their children's career choices and development cannot be undermined. Getange and Sagwe (2016) also share the same opinion that, pressure from parents, peers and sibling affected students' choices. Some students further reported that their parents wanted them to be in the science classes for reasons which had no bearing with them. Even when they expressed unhappiness that their interests were overlooked, the parents still expected them to follow their career expectation without objection.

"M*y parents are discouraging me from pursuing a career in law for medicine. My parents are medical doctors and my sisters are in sciences too, being the only one doing humanities, they are unhappy because they wanted me to do sciences"* (S_8FG_2).

S_3FG_4 expressed that:

> *"My mum wanted me to do sciences like my brother, but after doing chemistry, physics and biology up to form three, I had to change to humanities. I told her I can't cope with science subjects and I don't want to be a doctor but a journalist. She's not taking my decision kindly".*

S_8FG_2 & S_3FG_4 statements are in agreement with Creamer & Laughlin (2005) that parents influence through their approval as role models and financial support, thereby override the child's interest and other people's expectations. Also, Mapfumo & Nkoma, 2002; Muthukrishna & Sokoya 2008, in their studies identified parents as the strongest influence on their children's courses and career selections and declared that teachers or counselors cannot replace the influence they have on their career plans.

Some respondents reported that they were restricted from participating in sporting and other extra-curricular activities as their parents felt that those times are better spent studying, thereby narrowing the career options to those they approve of and denying them opportunities to explore their inner talents, abilities and interests.

A few respondents asserted that they made their choices because of the high positions or prestigious profession their parents or siblings hold in society and they wanted to impress them or follow suit. According to Aguiar et al, (2009), some children follow career paths advocated by their parents or follow in the footsteps of an older sibling to satisfy the expectation of the social class they belong. However, choosing a profession because of social status does not automatically mean that a student will be successful in it.

In the same manner, teachers in charge of career guidance in the four schools studied agreed that some parents forced their children to be in certain classes so they could end up in

certain professions. CC_1 shared his personal experience: *"I wanted to go to agricultural college, but my parents refused that I had to do something more dignifying not considering what I had passion for. Although I later enjoyed what they chose for me, but that was not what I wanted".* From the views of participants, it does appear that there are parents who want to achieve their failed career aspirations through their children, which does not give them the chance to explore their talents and skills. There are instances where family members, parents and siblings, who had failed at certain career paths discourage their children from going down such paths. According to S_9FG_2: *"My mother told me that she failed science in year two and opted for management. Consequently, she discouraged me from pursuing a career in sciences. She thinks that I might not make it studying medicine."* This finding is consistence with Adya & Kaiser (2005); Mudhovozi & Chireshe (2012); Muthukrishna & Sokoya (2008) and Taylor, Harris & Taylor (2004), that parents especially mothers, are most influential and that daughters often choose professions that are similar to their mothers' discipline.

Adya and Kaiser (2005), further revealed that siblings do have some influence: older brothers influencing their sisters to pursue male dominated fields, while girls who have only sisters tended towards careers that are feminine. The same applied to boys with male siblings. One student (S_5FG_2) stated that "*My sister is a computer analyst and I have spent time with her at the office during holidays to see what the profession is all about, which has motivated me a lot.*" Koech et al, (2016) is of the opinion that immediate family member's involvement are influential with parent's advice coming first, followed by sibling's advice.

Half of the students expressed that they had been influenced by the success attained by certain individuals in their desired career path. Parents, siblings, company executives, and professionals

they have had the opportunity to meet and personalities seen on media, were mentions as some of the role models.

S_4FG_1 who has her parents and family members as models expressed that: *"I have interest in accounting because my parents are chartered accountants, I also have an uncle and aunty in the same profession, so it runs in the family. This has motivated me to get more information on accounting".* S_7FG_4 in his response also said *"My father is an electrical engineer; I watched and learnt from him when he does some repairs at home and I also accompanied him to work to see how things are done."*

Flori and Buchanan in Mekgwe (2010) acknowledged the importance of successful role models in career decisions and development of adolescents. They defined role models as those whose ways of life and professional activities influence other people in one way or the other, especially those still in active service and of the same gender. Fabea (2012), further asserted that these significant individuals are often parents, teachers, siblings, family friends, counselors, recent employers, celebrities, and religious leaders. Some of the participants in this study cited their parents, siblings, other family members as their role models, which confirms that having a close relation in a discipline could draw one to such professions.

CC_4 during the interview mentioned that students are also motivated by peers who finished from their school who come visiting in their professions' uniform. According to Mudhovozi & Chireshe (2012), peer influence have been found to increase or decrease a person's confidence in pursuing a career; friends exert strong influence on individuals leading to similar choice. In a study conducted by Kimiti & Mwova (2012) in Kenya, it was found that students valued peer advice and judgment above teachers and guidance counselors.

The perceptions of participants regarding family influence revealed that parental influence do have both a positive and negative effect on children. Olaosebikan and Olusakin (2014), argued that parental involvement do have positive influence on adolescents' career choice and in some cases cause crisis due to clash of interest between the child and parents.

It was evident from the analyzed group discussion that while some pure science students made their own choices with very little parental involvement, students in the humanities complained of too much parental interference and lack of support.

4.3.2 Opportunities

In career selection, opportunity proved to be a determining factor for students (Shahzad, Zahra & Ahmed, 2014). From the response of participants, it emerged that employment opportunity, educational advancement opportunity and financial support available were motivating factors.

Many of the participants responded that they considered employment opportunity before making their choices. The following are some of the students' responses:

$S_{10}FG_{10}$: *"I want to be a medical doctor because physicians are in high demand in the country."*

S_2FG_4: *"I want to be a heart surgeon, I heard there are only a few specialist in the country."*

S_1FG_1: *"I want to be a sound engineer because I feel that there is a lot of talent in Botswana and I want to harness young talents and potential in music".*

S_6FG_3: *"I have done some market research and I know that there is a big need for mining engineers in the country, which is why I want to get a qualification in mining engineering."*

Jobs are sometimes rooted in family and influence children to go for courses that will make them carry on with the family business.

The findings from this study showed that students considered employment prospects after graduation and aspired for marketable professions within or outside the country.

4.3.3 Salary: Almost all the participants rated money highly as an important motivating factor. Both female and male students clearly stated that their aspirations were tied to how much money they could possibly make in a given vocation. Students' responses are presented below:

S_4FG_4: *"I want to become a lawyer because I know they make a lot of money, drive good cars, dress well and live comfortably."*

S_6FG_3: *"In this present economic situation, one will have to think about money in picking a profession. Will the profession pay good money for the good life?"*

S_3FG_2: *"I want to become a pilot because I know it pays well."*

$S_{11}FG_3$: *"I want to become an aeronautical engineer; I know I can make good money being one."*

A female student expressed that: *"I want a career that will give me money, so I don't have to depend on my husband for everything"* (S_4FG_4).

All the teachers and career counselors opined that financial rewards and prestige attached to the profession affected the career decisions of students. Along with high earning potential and prestige, students are also enticed by other benefits such as job description, working hours, allowances, stability and retirement package. Their views are confirmed by some participants who indicated that they like the status and prestige attached to certain careers. $S_{10}FG_2$ said: *"I have wanted to become a pilot since I was a child, I like the job because of the uniform, it makes them look smart".*

S_9FG1 shared the same thought: *"I started having interest in becoming a diplomat because I like traveling; diplomats travel from country to country."*

This view was congruous with Sarwar & Azmat, (2013) and Fizer, (2013) that benefits and work characteristics, such as job security, working hours, job description, expected income, appraisals, recognition, health allowances, and retirement benefits were important considerations when selecting a career.

CC_2 also expressed that: *"Students consider salary first and the prestige attached to the profession before considering other things".*

From the above responses, it is evident that students consider professions with high earnings and prestige among other considerations.

However S_8FG_2 in her view expressed that: *"Money is not that important, I want to help people and the society".* There were other participants who expressed similar sentiments that their interests, passions and personal developments were more important than money.

4.3.4 Subject: Subject combination and performance was another theme that emerged during the interview sessions. Teachers' and principals' responses revealed that students were placed in classes based on their subject combinations and performances. One of the teacher interviewed said: *"We use students' academic ability and performances in subjects to place them in classes (CC_3)".* Another school counselor declared: *"Students' performances in selected subjects determine their courses of study and career choices" (CC_1).*

More than half of the participants opined that their career decisions had been motivated by their subject combinations and academic performance. S_6FG_4 in core science class declared: *"I want to become a medical doctor because I'm good in all the science subjects. I should not have any problem meeting the entry requirements."*

In a similar vein, S_2FG_3 said: *"I know that I need to pass mathematics, all science subjects, design and technology (D & T) to be able to study engineering in the university. Fortunately, I'm*

one of the best in these subjects in my class, so there's no doubt that I will get good grades in my

BGSE exam."

($S_{10}FG_2$) expressed concern thus: *"I'm not doing well in science subjects, which could affect my*

chances of studying medicine." Some participants showed great concern about their present poor

performance in basic subjects required for entry into the university. So they think this could have

a negative impact on their chances of following through with their career choices. According to

S_9FG_1: *"My poor performances in mathematics and accounting could make me change my mind*

about studying accounting." While S_8FG_4 said*: "I want to be medical doctor, but my plan B is*

law; we all know that science subjects are tough."

The finding that class groupings, subject combination and performance directed students towards

career paths, irrespective of personal interest was corroborated by Edwards and Quinter (2011)

that academic performance of students was influential because opportunity to advance to post-

secondary education depended on performance in entrance examinations or merit in certain

subjects.

Educational advancement opportunity was another motivating factor for many of the

students. S_4FG_1 shared that: *"Botswana being a small country lacks resources; students who*

study humanities have limited options compared to the sciences in available universities".

$S_{12}FG_1$: *"I wanted to be a makeup artist, but there are no training schools in my country".*

CC_1 also shared their sentiments: *"There is a case of course limitations in our local universities,*

there are courses offered in international schools that are not done here, so only parents with the

means can send their children outside the country to study".

S_3FG_1 opined that there is so much emphasis on academic performance for the image of the

school at the expense of grooming students' talents and skills.

CC_1 also felt that the current school curriculum does not have adequate content to cover all the interests of all students which hinder talents and skills development.

This is true about students who select professional soccer, theatre arts, motivational speaking and much more. Although schools have clubs to cater for such students but their purposes are to win prizes in competitions; not necessarily train them for professional roles.

SP_2 had a similar argument that:

> *"The curriculum being used now is not entirely cutout for this modern generation, because their interests are not well represented across board and this does not give students the chance to develop their talents. The curriculum should be revised to address the needs of this generation; new subject such as travel, tourism, music, drama, etc can be introduced from primary through to college, to groom talents early".*

Speaking from a different perspective, SP_3 opined that the present curriculum addressed the human resources needs for the nation's economic development.

Wally-Dima (2013), highlighted that students from poor homes and disadvantaged communities opted for courses that required less finance to complete. It follows that limited financial resources narrow the career options of these students.

Borchert (2002) also shared the same view that, when tuitions are financially demanding, students are constrained to make choices according to their parents' income. SP_4 in his perspective said:

"Students from lower socioeconomic class often find it difficult to continue their education without financial support from Government. He further said cooperate or Government scholarship motivates students choice of courses". Maharaj, (2010) shared the same sentiments that the possibility of getting scholarship to study a particular course can influence selection.

4.3.5 Social orientation: Some of the students expressed concern that some courses and professions are less appealing because they are downgraded by the society.

$S_{12}FG_1$: *"I wanted to be a makeup artist, but people are commenting that the training and certificate would be worthless."*

S_5FG_3 is of the opinion that: *"Not everyone is book smart; the street-smart are gifted to work with their hands, they should be given the same opportunity like the others. Some average students just want to complete form five and do business but there is no financial help."*

4.3.6 Personal experience: Few participants expressed that their career choices were driven by their own personal experiences. S_3FG_4 said: *"My decision to study physiotherapy was influenced by a motor vehicular accident involving all my family; I was the only member spared of injuries. It was during their physiotherapy sessions that I decided to become a physical therapist."*

S_6FG_4 said: *"I wanted to become a doctor because of my childhood health challenges. Having survived a near death experience, I thought that I've to give something back to humanity and help others."*

This finding about personal experiences is in agreement with the systems theory framework (STF) which states that past and present experiences of an individual can influence the future career choice. These influences might change as time passes.

Borchert (2002) also indicated that, for some students, their unique past experiences, how they perceive their environment and work experiences directly or indirectly influence the career choices they make.

4.4 Perception on internal factors that influence students' career choice.

In order to understand the role of internal factors in motivating career decisions, participants were asked: *What has been the greatest internal influence in your choice of a career?*

There were few themes that emerged from the responses. The respondents indicated that their choices were greatly influenced by their personality, personal interest, gender, talents and skills.

4.4.1 Personality: Personal trait is one major internal factor that influenced students' choice of career (Ko, et al 2007). Kim (2011) in his study reported that having a personality that matches the qualities and activities of an occupation help narrow down career preferences for students to a particular field that they think will fit their personality type. Some of the participants' responses showed that they chose the career because of their personality.

S_6FG_3: *"I enjoy talking, and giving advice to people, so I have been think of becoming a motivational speaker."*

$S_{12}FG_1$: *"I want to go for performing arts because I have the passion and talent for writing stories and poems."*

$S_{10}FG_4$: *"I like psychology because I'm fascinated with the human mind."* According to Splaver in Borchert (2002), for one to make an intelligent career plan, it is important to have a good understanding of one's personalities and match them with a fitting professional role. Onoyase and Onoyase (2009), showed that there was significant relationship between personality type and choice of career. Holland (1985) in Omari, (2014) believed that professional success, stability and job satisfaction all depended on the right personality and work environment. The responses from some students revealed that they tried to match their choices with their personality types and believed that it was a plus.

4.4.2 Personal interest: A good number of the students' responses indicated love and passion for their chosen career, especially the science-based group. They were positive about the drive of personal interest and displayed confidence that they will enjoy the activities involved in their careers. In Edwards and Quinter's (2012) study, personal interest was identified as one of the most important factor influencing career choices. They reported that personal interest in certain subjects, job routines, challenges, dynamics and experiences impacted on career selection in agreement with the findings of this study.

4.4.3 Gender: Gender plays a significant role in career preference of students (Huang, 2006). It is common knowledge that students are gender biased when it comes to career preferences, but nowadays the numbers of females in male-dominated fields are rising steadily. Few female students indicated their willingness to work in fields that are ascribed to men namely, engineering and piloting. For example, S_4FG_2 stated that:

"I want to be an engineer, I know it is a man's profession but whatever a man can do, I believe a woman can do even better. In the same vein $S_{11}FG_1$ also express that: *"I want to be the first lady pilot in my country that is the reason why I want to pursue that career."*

Hill & Giles (2014) studied the impact of gender on career decisions among medical students, found that there was a rise in the number of female surgeons whereas females once ditched surgery for gynecology, pediatrics and general practice. The inference was that more women are transcending occupational stereotypes to pursue careers that were previously male dominated. Perera and Velummayilum (2008), reported that females chose occupations that have definite working hours in order for them to take care of their family and perform other duties. A female participant S_7FG_2 who wanted to be an engineer reported that she was discouraged by people

about the challenges of the profession. $S_{12}FG_2$ in agreement stated that, the demanding schedules of the medical profession may discourage her from pursuing the career.

A study by Hooley (2012) indicated that, stereotypes placed unfair treatment on peoples' desire, hindering them from taking certain steps. Occupational stereotyping as a product of gender bias has been found to impose limitation on students from exploring certain profession. A child's gender and occupational stereotyping determines the options they are exposed to in schools and by parents.

When asked what students perceived could hinder them from achieving their career dreams, the various themes that emerged were performances in compulsory subjects, parental approval and financial support, educational advancement opportunity, career characteristics and employment opportunity.

The participants showed great concern about low grades in basic subjects required for entry into the university. They concede that this could have a negative impact on their chances of following through with their career choices. Students attributed their poor performance to laziness and procrastination, playing games and watching too much television.

S_3FG_4 said: *"My performance may hinder me, because I like sleeping a lot, any time I plan to read I just sleep off"*. While S_5FG_1: *"I am very playful and my attention span is too short."*

And S_2FG_3 expressed that: *"I might not study law because I don't like reading."*

Participants who aspired to go for law, engineering, medicine showed concerned about the lengthy years they have to spend in the university studying after senior secondary school. S_8FG_3 who want to be an engineer said *"I am tired of schooling and I don't think I want to spend five years more studying."* Which was in agreement with Wally-Dima, (2013) that the duration of study or training period was influential in career decisions?

Few participants were concerned about employment opportunities in their chosen career paths. They feared that the market was already saturated and by the time they graduated they could be jobless. The participants also expressed worry that the country's need for human resources could change over the years, making their vocation obsolete in the economy.

S_7FG_1 said that: *"I wanted to go for performing arts but I'm so unsettled about it because there're no markets for this specialty in Botswana. The question I ask myself is, how can I make it in such an environment?*

Participants' overall responses revealed the following as motivating factors: family influence, opportunity, money, personality, gender, social orientation, subject selection, personal experience and personal interest. Since these factors appeared to be the most common among the students, the follow up question tried to rank them in order of importance. Some of the student rated their personal interest, mental ability in the first and second positions, followed by parental influence and money. A few students ranked parents and money ahead of passion and mental ability. While some argued that their personality and interest were most important.

However, most teachers interviewed stated that students considered money, parental influence and prestige attached to the profession above all else. Some further added that students' subject combination and educational opportunity also determined their career choices.

All the participants had different perceptions as to which factor was most important, it seemed that all the factors are important and are interrelated in the final decision. This is in accordance with the STF theory that career choices and development is an open system that is subject to influences from various factors that are interconnected. According to Sarwar and Azmat (2013), career decisions are not influenced by one or two factors but a combination of multiple factors which are interrelated directly or indirectly.

4.4 Adequacy of career guidance and information provided in schools.

Participants were asked whom they approached for career guidance and information, guidance and counseling in their schools. They were asked to rate their level of career knowledge and what their career needs are and how they can be met. This question sought to know how much information they had, sources and how they set out to actualize their dreams. On whom they approached first for advice, most indicated that they approached their family members first, mostly their parents and siblings. S_7FG_2 said:

> *"I talked to my brother who is an aeronautical engineer, who advised me that if loved any profession I should go for it. He advised that I should have two or more options in my subject combinations and to explore other options. My dad has been most helpful in giving information."*

It was noted that female respondents tended to approach their mothers first for guidance. Two of the female responders said: *"I talked to my mum and she has been the most helpful" (S_4FG_4).* *"My mum was most helpful, she encouraged me by buying me books" (S_9FG_1).*

A number of them also mentioned that role models in the chosen field were helpful for guidance. Surprisingly, these role models were their parents.

S_5FG_3: *"My dad is my role model, he also does farming alongside real estate business, and advised that I give equal attention to my options."*

S_3FG_4: *"I approached my father, because I wanted to follow in his footsteps and I get all my inspiration from him. My late cousin was the most helpful by providing lots of information on medicine being a medical practitioner."* Witko, Bernes, Magnusson and Bardick (2005) in their study among senior high school students in Southern Alberta Canada found that students were comfortable approaching their parents for help with career planning, followed by relatives, role

model in the field, friends, school counselors and teachers, in that order. Another study on career

options also indicated that students sought help from parents more than their teachers (Oyamo &

Amoth, 2008). Students approached their parents and siblings because they appear to be the only

one available and in a position to provide career-related information and support.

On how the schools have been of help to learners' career planning and development, it

was evident from the responses that schools gave minimal attention to this subject. Most of the

students' reported that there was no guidance and counseling on various career options in their

school. The students expressed that they knew too little or nothing about a wide range of

professions with the exception of the traditional vocations such as law, medicine and

engineering. Their response was in agreement with Issa & Nwalo, 2008; Talib & Tan (2009)

that, the choice of subjects, courses of study and the subsequent career paths to follow are a great

challenge for many students because they lack adequate information.

In response to the question about what services schools provided, CC_3 stated that:

> *"Students are exposed to career counseling from form two. A 35-minute counseling*
>
> *session is organized with each class once a week. The sessions provided information on*
>
> *various career options, personal and societal benefits, kind of training required, course*
>
> *duration and tips for success in any given profession. Students are advised to build their*
>
> *career around their mental strengths and those who are performing below average in*
>
> *selected subjects are advised to change to what they can cope mentally with and choose*
>
> *careers based on their abilities."*

In addition to CC_2 comment SP_2 stated that:

> *"We advise students to be clear about the reason for choosing a particular career, how*
>
> *to achieve it, the benefits and challenges involved. Students are encouraged to do job*

shadow during holidays to see what happens in the work place, explore various options

available and remunerations to prepare their mind."

CC$_4$ who is a female science teacher responsible for career guidance and counseling duties

expressed the following:

"Students are guided on subject selection as from form two. We get an idea of various

career paths of interest to students and invite professionals to talk to them from time to time

before they write their final examination."

This researcher attended one of such sessions which featured two professionals from different

fields who spoke for 30 mins each on their disciplines, various options, professional

examinations, training institutions and possible challenges. SP$_4$ of this same school added that:

> *"University lecturers and professionals in various fields are invited to give career talks*
>
> *to students on admission requirements to tertiary institutions, years of study and success*
>
> *tips in different courses. Various career options, qualifications, professional*
>
> *examinations, employment opportunities, work structure and job search are also*
>
> *discussed. This enable students to build on information they already have and prepare*
>
> *their minds for post-secondary education and provide a platform to have their questions*
>
> *answered".*

CC$_1$, a senior teacher in charge of examination and counseling duties expressed that:

> *"Career counseling for students start when they are in form four and the sessions are*
>
> *held fortnightly. During each session, students are advised on how to choose subjects*
>
> *carefully in line with their aspirations. Students are introduced to various career options*
>
> *offered in local and international universities, requirements for entry and various job*
>
> *opportunities."*

SP$_1$ stated that: *"Career choices are majorly the decision of students and parents. Our teachers just serve as guides. We advise them to choose courses that are required in the labor market. We also impress upon them to enquire about scholarships opportunities."*

In the last school studied, CC$_3$ responsible for guidance and counseling reported that:

"The school does not have any counseling unit therefore students are left to seek career information and guidance on their own. The internet option is presented to them to browse available courses in universities within and outside the country and admission requirements."

When students were asked on support they received from schools, most of the respondents indicated that they do not have a structured career guidance and counseling unit and that they are randomly advised by their teachers on subject selection and how to study hard to make good grades. S$_2$FG$_4$ stated that: *"We just approach teachers we are comfortable with for guidance, there is no teacher responsible for career guidance in our school."*

In the same vein, S$_{10}$FG$_1$ said: *"We get advice from subject teachers on how to improve academic performances generally. Our examination coordinator gives us information on the entry requirements and university cut-off points for various careers. There is really no career counseling service."* S$_1$ FG$_2$ also claimed that, *"The school does not guide us on our career choices. It is our responsibility to research on this subject".*

Students, teachers, counselors and principals' responses revealed that only one out of the four schools has an office dedicated for Guidance and Counseling. The other schools assigned teachers to guide students on subject combination for various careers, examination preparation and organized career talks. This finding is in agreement with Alexitch, Kobussen & Stookey, (2004) and Bardick, Bernes, Magnusson, & Witko, (2004) that most secondary schools do not provide adequate career counseling services for learners. Schools that have guidance and

counseling unit concentrate more on personal, academic and social issues. Schools are supposed to play an important and leading role in providing current and comprehensive career information through their guidance and counseling offices to help students make informed career decisions.

When students were asked to rate their knowledge on the careers they have chosen on a scale of zero to ten (where zero was very poor and ten was excellent), most scored themselves between five and six. Most teachers and principals interviewed strongly agreed that career services provided by the schools currently do not meet the needs of the students and a lot more needs to be done. The students also asserted that they needed more information on available options, insights into university campus life, educational advancement opportunities, employment opportunities, workplace realities and challenges. This result agrees with Witko et al's (2005), that the more career information students' gets the more engaged they are in the processes of independent and informed career decisions.

Given that lack of information contributes to ignorant and unwise career choices, the findings of this study is worrisome. In general, most respondents do not have sufficient information to make informed decision. At best, they have basic information on subject combinations, required grade point of entry into tertiary institutions within and outside the country, and programs offered in various reputable institutions. It was noted that students do not know much about what happens in the university. Most students access information from the internet, newspapers and family members.

There were, however a few participants that displayed gross lack of knowledge by offering very immature responses such as: *"I don't know why I want to study law maybe it just the name and money".* In another group a student said: *"I want to pursue a career in travel and tourism because I like to travel".*

Some respondents could be said to aspire for unrealistic occupations. For example, a student declared that she wanted to be a pilot without offering geography and physics which are prerequisite subjects and insisted that she would be a pilot one way or the other. When students were further ask how they plan to achieve their career goals. To a large extent, majority of the responses indicated that coupled with the information they have on admission requirement into various institutions, they were studying hard to ensure that they performed well in prerequisite subjects at the final examinations for admission into tertiary institutions.

S_2FG_4 responded that: *"I plan on going for an internship on my choice career during my holidays. I've asked my mum to talk to her lawyer-friend to allow me observe and see what goes on in the workplace".*

When asked what their greatest career needs was and how they can be met, students from all the groups highlighted more current information on options, planning and development. They also expressed need for guidance on how to discover their talents, abilities and interests in order to make a wise choices.

The respondents called on universities to provide full and current information on the different careers available to allow learners match their interests to several possibilities. They also requested for information about the requirements in various career fields as well as scholarship opportunities. These findings are in line with those of Witko et al (2005) that students perceived not to have acquired satisfactory amounts of information about career planning and required more formal guidance on how to gather, sift through and use available information.

4.5 Summary

Participants' responses in the interviews indicated that students considered various internal and external factors when making career choices. It was evident from the findings that the motivating factors were personal interest, family influence, money, mental ability, social orientation, opportunities, subject selection, gender and passion.

From the analyzed data, participants' responses showed that most students do not receive career guidance, while in some schools the content and frequency of the sessions are inadequate. Overall, students indicated that they approached their family members for career information and browsed the internet. Finally, results showed that students required more information on available options, entry requirements to tertiary institutions and financial sponsorship. The participants also felt that school counselors could do a lot more to provide educational advancement information and ways of attaining their career goals.

All the students indicated their desire for more information regarding courses, post-secondary education and effective careers counseling for the planning and development. Some participants also desired work experiences in order to get more information on various options. It is that career guidance and counseling sessions are essential for students in all secondary schools.

CHAPTER FIVE

Conclusions and Recommendations

5.1 Introduction

This chapter presents the summary of the study, implications and recommendations which should provide a platform for further research.

5.2 Summary of main findings

The study was triggered by the researchers believe conviction that path to solving various challenges faced by nations states is through the educational approach and that the success of such initiative depends on the career choices young people make. With perspective to this study, one can argue that there are key things students consider when making a career decision and the success in such career depends on how much information is available to enable young people to make wise career choice, planning and development. For this reason the aim of this study was to determine the factors that influence career choice among senior secondary students in private schools in Gaborone, Botswana and the impact of career services in the schools. The study was approved by the UB Office of Research & Development and permission was granted by the Ministry of Education. Consequently, a case study methods design was used to collect and analyze data for the study. The qualitative methodology adopted for the study used focus-group and individual interviews of 48 students in form 5, 4 teachers/counselors and 4 principals from four private senior secondary schools in Gaborone. The factors that were influential during the process of their career decisions and the impact of school's career services were discussed. Their responses were recorded and transcribed in order to get a full record of the discussions and analyzed. Subsequently the transcribed texts were read to identify categories and themes that were common to all participants and focus groups.

The summary of findings of the study revealed several factors that influence career choice among students in private schools which include family influence, opportunities, personality, personal interest, subject combination, gender and personal experience. The findings of the study revealed that family influence especially parents have a significant effect on career choice and development. Some parents allow the children to select career of their own choice are supportive of any choice made; others impose their preference on their children, which result in students going for programs they have no passion and ability in. It shows that some student experience positive parental influence while others parental influence had a negative effect on their career decision.

The findings of this study also exposed that students consider opportunities related to various profession before making a career decision. Participants consider high profile jobs with high earning prospects within or outside the country, educational advancement and scholarship or sponsorship when making their choice of career. Participants similarly indicated that subject combination and performance directed them towards their chosen career paths. The opposite of this statement may also be true: some stated that poor performance in basic subjects required for entry into the university could have a negative impact. Their poor performance is attributed to laziness and procrastination, less time dedicated to study due to playing games and watching too much television.

This study found that certain courses, professions and training institutions are low-rated by society which makes them lose appeal to students, for this reason most students aspire for the popular professions. Passion, interest and personality accounted for internal factors that motivated choices among the respondents which could be helpful during difficult times in the

career development. Simply put, many participants indicated that, their interest and personality attracted to them to chosen career.

Although not all participant indicated gender and occupational stereotyping as a determinant. Few female participants in their desire to correct gender-imbalances in the work-place aspired for careers in male dominated fields like engineering and aviation. They felt it limits them from exploring certain options. Personal experience was another determinant mentioned by few of the students. They expressed that their past challenges motivated their choice of career.

The findings of this study further reveal the absence of career guidance in the schools. This is a lamentable upshot. It was found that due to this condition in most schools visited, majority of the participants did not have enough career information as expected of students at their final stage of secondary education. Regrettably, career information did not seem to be accorded the significance it deserved as career guidance was not offered in most private schools. In schools with career guidance units, their programs, initiatives and practices were inadequate to meet the needs of students.

5.3. Conclusion

The study examined factors that influence career choice of students. Based on the summary of finding above, it is confirmed that family influence, opportunities, personality, personal interest, subject combination as well as gender and past personal experience had influence upon career selection of students in private schools.

Participants in their perception express one or more factors as influence in selection of career. The results refers back to the STF theory which postulates that because people do not live in isolation and career choice is an open system, significant internal and external factors play a

major role in selection process. Due to the dynamic nature of career choice and planning the influencing factors are located within the context of time; the past influences the present, and the past and present influence the future.

The students lack career information and awareness, because schools do not provide services that will guide them to making a wise decision, reason why some students enter college without a clear career goal, resulting in indecision and the waste of time and money in higher institutions as they drift from one program to another.

5.4 Recommendations

The following are some recommendations of the study.

- Career guidance should be taken more serious in schools. As such schools should provide systematic guidance programs which will adequately address the career needs of Senior Secondary School learners in Botswana.

- Comprehensive ways must be explored on how best parents and relatives can be involved in career planning and development of students without conflict of interest or misunderstanding.

- Students should be provided with information on how to discover and understand their strengths and interests, information on scholarship schemes.

- Ministry of Education should closely monitor the provision of career guidance in schools to ascertain that students are adequately informed.

- Tertiary institutions, industries, employers and organizations should be encouraged to provide educational and career information to students.

5.5 Suggestions for Further Research

There is a lack of existing literature regarding the career choice among private school students. In this context, it would be ideal to conduct the studies among students from other private schools as well in public schools for purpose of comparison.

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APPENDIX A: An investigation into the factors determining career choice among senior secondary students' in selected private schools in Gaborone, Botswana.
Students Assent Form

My name is Yewande A. Rukewe. I am trying to learn about perceived factors that determine career choice among private school students and the impact of career services provided in private schools. It is observed that there are different things students consider when selecting their future careers.

If you decide to participate in my study, you will be asked in a group interview on unique things that are personal to you and also socio-economic factors that influenced your choice of career, and career services provided in your school. The interview will be audiotaped and should take not more than one hour of your time.

The study will not pose any risk or harm to you and it is assumed that this study would provide information that will enable schools design career programs to assist students make informed career choices and planning. Other people will not know you are in my study. I will put things I learn about you together with things I learn about other students, so no one can tell what things came from you. When I tell other people about my research, I will not use your name, so no one can tell who I am talking about.

Your parents or guardian have to say it's OK for you to be in the study. After they decide, you get to choose if you want to do it too. If you don't want to be in the study, no one will be mad at you. If you want to be in the study now and change your mind later, that's OK. You can stop at any time.

My telephone number is 74256111. You can call me if you have questions about the study or if you decide you don't want to be in the study any more.

I will give you a copy of this form in case you want to ask questions later.

Agreement
I have decided to be in the study even though I know that I don't have to do it. Yewande A. Rukewe has answered all my questions.

_____   _____

Signature of Study Participant   Date

_____   _____

Signature of Researcher   Date

APPENDIX B: PARENTS INFORMED CONSENT FORM

PROJECT TITLE*:* An investigation into the factors determining career choice among senior secondary students in selected private schools in Gaborone, Botswana.

Principal Investigator: Yewande A. Rukewe

Phone number(s):3936512/ 74256111

What you should know about this research study:

- We give you this informed consent document so that you may read about the purpose, risks, and benefits of this research study.
- You have the right to refuse your child to take part, or agree to take part now and change your mind later.
- Please review this consent form carefully. Ask any questions before you make a decision.
- Your child's participation is voluntary.

PURPOSE

The purpose of the study is to examine perceived factors that influence career choice among private school students and the impact of career services provided in private schools**.** Your child is selected as a possible participant in this study because he/she is in final stage of secondary education where they have to make a career choice and also must have gone through career lesson or program. You are being asked if your child can participate in this study. Feel free to ask any questions on any aspect of this study that is unclear to you.

PROCEDURES AND DURATION

If you decide to allow your child participate, he/she will be asked in a group interview on personal, socio-economic and environmental factors that influenced his/her choice of career, and the impact of career services provided in the school. The interview will be audiotaped and should take not more than one hour.

RISKS AND DISCOMFORTS

The study will not pose any risk or harm to your child.

BENEFITS AND COMPENSATION

 It is assumed that this study would provide information that will enable schools design career programs to assist students make informed career choices and planning.

Your child's participation in this research will not cost you any money and no compensation will be offered for his/her participation.

CONFIDENTIALITY

There would be no identifying information such as name to ensure anonymity and confidentiality of participants throughout the study. All the information, consent forms, analyzed data obtained will be under the supervision of the researcher and kept in a safe place. The access will be available to the researcher only to assure compliance with the approved procedures.

The analyzed data will be used solely for the purpose of this research study, none will be used for commercial use and thereafter all information will be destroyed when the study is completed and submitted.

VOLUNTARY PARTICIPATION

Your child's participation is entirely voluntary. You are free to decline his/her participation in this study and refusal will not have any consequence or penalty.

You have a right to withdraw his/her participation at any given time, if you choose to. But his/her participation in this survey will be greatly appreciated.

AUTHORIZATION

You are making a decision whether or not your child should participate in this study. Your signature indicates that you have read and understood the information provided above, and have decided to allow your child participate in the study.

_____   _____

Name of Research Participant (please print)   Date

_____   _____

Signature of Staff Obtaining Consent   Date
(Optional)

YOU WILL BE GIVEN A COPY OF THIS CONSENT FORM TO KEEP.

If you have any further questions about the research, your child's rights as a research participant or if you feel that either you or your child have been treated unfairly and would like to talk to someone other than a member of the research team, please feel free to contact the Office of Research and Development, University of Botswana, Phone: Ms Dimpho Njadingwe on 355-2900, E-mail: research@mopipi.ub.bw, Telefax: [0267] 395-7573.

APPENDIX C: Students Interview Guide.

PROJECT TITLE: An investigation into the factors determining career choice among senior secondary students in selected private schools in Gaborone.

1. Tell me about the career you are planning to pursue after completing your senior secondary education? When did you make a choice?

2. What are the unique and personal things you considered when making your choice of a career?

3. Which socio- economic and environmental factor motivates your career choice? Who did you approach first for advice?

4. What have you done so far to make your career/occupational goal(s) attainable? How much information do you have on career options and development?

5. What in your view may hinder you from achieving your career goal(s)? What could make you change your mind?

6. Tell me about the career services provided in your school?

7. a. Tell me, has your school ever organized a career session/fair/workshop specifically for your group?
   b. After having attended the Career session, workshops, programs, fair, would you say they/any have met your career needs or not? If not what would you say are your career needs at present?

8. Do you feel confident in the choice you have made or you think you still need help? Who do you think can help you address your career needs, i.e. in terms of teachers, parents, and professionals?

9. What are the views of your parents regarding your choice? Are they in support or against? Did they advise or force you?

10. Do you have anything else that you would like to share or add?

   Thank you for your cooperation and participation.

APPENDIX D: Career Counsellors Interview Guide
PROJECT TITLE: An investigation into the factors determining career choice among senior secondary students in selected private schools in Gaborone.

SECTION A: PERSONAL INFROMATION

Kindly answer all the questions either by ticking in the boxes or writing in the spaces provided.

1. Qualification: (i) B.Ed.   (ii) MEd   (iii) PhD (iv) others …………...
2. Years of Experience: (i) 1-5 (ii) 6-10 (iii) 11-15 (iv) 15+
3. Area of specialization   …………………………………
4. Position: (i) Teacher 1 (ii) Senior teacher (iii) Head of department

SECTION B

1. When do students start receiving career guidance lessons this school? What kind of services? How often is sessions? Content of sessions? Other special career programs provided? Follow up on students after leaving school).

2. What are students' attitudes towards career sessions in your school? Do you think the services provided meet the career needs of students?

3. In your view, who/what do you think is most influential in students' career choice? What do you think are the personal, socio-economic and environmental factors students consider most important when making their final career choice?

4. Tell me, does your school have an officer/teacher responsible for career advise/planning?

5. Is there any programs and services made available to parents to enable them know ways of providing career guidance to their children?

6. Can you brief me on the challenges you face in career guidance in your school?

7. Do you have anything else that you would like to share or add?

Thank you for your cooperation and participation.

APPENDIX E: PRINCIPALS'/SCHOOL HEAD QUESTIONNAIRE.

PROJECT TITLE: An investigation into the factors determining career choice among senior secondary students in selected private schools in Gaborone.

This open ended questionnaire is designed to seeking information relating to factors influencing career choice and career services provided in your school for students in the final year. Kindly respond to each.

1. How long have you been a principal in this school?
   …………………………………………………………………………………………
   …………………………………………………………………………………………

2. When do students start receiving career guidance lessons this school? What kind of services? How often is sessions? Content of sessions? Other special career programs provided?
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3. Does the school have a policy on career guidance and planning? How responsive are students to career guidance and planning? Is there a follow up on students' career after leaving school.
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4. Does your school have an officer/teacher solely responsible for career advise/planning?
   …………………………………………………………………………………………
   …………………………………………………………………………………………...

5. Is there any programs and services made available to parents to enable them know ways of providing career guidance to their children?
   …………………………………………………………………………………………
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6. In your view and from your experience, Who/what do you think is most influential factor in students' career choice? What do you think are the personal, socio-economic and environment factors students consider most important when making their final career choice

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7. Can you briefly discuss the challenges you face in career guidance in your school? (Conflict between parents and school on students choice, material resources)

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8. Do you have anything else that you would like to share or add?

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Thank you for your cooperation and participation.

APPENDIX F: Budget Plan

After outlines of the study have been made, the estimate budget to be able to perform this study are as follows:

ITEMS	DESCRIPTIONS	ESTIMATES
Transportation	I have planned to visit each school 2 times before the interview. Transportation to all schools	P=200
Research assistance	To translate consent form, assent form, interview guides into Setswana language.	P= 1,750
Refreshments	Refreshments for participants after the interview.	P=200
Supplies/Miscellaneous	Prints, photocopies, pen, envelopes, papers, files.	P=150

Total = P=2,300 |

Faculty of Education

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

Corner of Notwane & Mobuto Road	Telephone:	[267] 3552406/7/8
Private Bag 00702	Fax:	[267] 3185096
Gaborone	Website:	www.ub.bw

14th April, 2017
Director
Office Research & Documentation
Gaborone

Request to assess research essay proposal: Yewande A. Rukewe.

This letter serves to introduce the student called: Mrs. Yewande A Rukewe: Student ID: 201506237 who is in the Department of Educational Foundations. She is required to carry out a research project as a requirement of the Master's Degree in Education (Curriculum and Instruction) and she would like to conduct a study on: ***An investigation into the factors determining career choice among senior secondary students in selected private schools in Gaborone.*** On behalf of the Department of Educational Foundations I wish to ask for your support in assessing the research essay and to give her permission to carry out research in selected private secondary schools.

With this letter I wish to confirm that I managed to supervise her during the writing of the research proposal and I found the issue of career choice as a topical and necessity issue for investigation; hence this is a relevant and timely study. I have also noted that to this end the proposal has logic and flow from chapter 1 to 3 and that the instruments suggested for data collection are appropriate for a qualitative study. As such the methodological orientation adopted by the study shows the candidates understanding that a study like the current one deserves to be investigated through a qualitative approach.

If you have any questions concerning the research proposal, please call me, the research essay supervisor, at 3555684 or e-mail me at oats.reginald@mopipi.ub.bw. The results of this survey will form part of the discussions in a project report to be presented in partial fulfillment of the M.Ed Program in the Department of Educational Foundations at the University of Botswana.

Thank you in advance.

Sincerely

Reginald Oats (Ph.D.)
(Research essay supervisor) phone: 3555684   Cell: 72672312

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DEPARTMENT OF EDUCATIONAL FOUNDATIONS
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Private Bag 00702   Fax: [267] 3185096
Gaborone   Website: www.ub.bw

14th April, 2017

The School Head

_____

Gaborone

Letter of Introduction

This letter serves to introduce the student called: Mrs. Yewande A Rukewe: Student ID: 201506237 who is in the Department of Educational Foundations. She is required to carry out a research project as a requirement of the Master's Degree in Curriculum and Instruction and she would like to conduct a study on: ***An investigation into the factors determining career choice among senior secondary students in selected private schools in Gaborone.*** On behalf of the Department of Educational Foundations I wishes to ask for your permission to allow her to carry out research in your school.

If you have any questions concerning the research study, please call me, the research essay supervisor, at 3555684 or e-mail me at oats.reginald@mopipi.ub.bw. The results of this survey will form part of the discussions in a project report to be presented in partial fulfillment of the M.Ed Program in the Department of Educational Foundations at the University of Botswana.

Thank you in advance.

Sincerely

Reginald Oats (Ph.D.)

Lecturer in Department of Educational Foundation (research essay supervisor)

Phone: 3555684   Cell: 72672312