

## **An Assessment of Factors Influencing Career Choices Among University Students: A Survey of Students in The School of Business And Economics, Kisii University**

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**Abstract:** Career choice is defined as choosing one profession over another. Choosing the correct career course is becoming more and more significant for the youth in the 21<sup>st</sup> century as they have to take into consideration many things when choosing a career like peer pressure, parental advice, age and gender. The main objective of the study was to determine the factors influencing choice of careers among university students in the school of Business and Economics in Kisii University. The specific objectives of the study were to; determine whether gender, Age, peer group and parents do influence the students in career choice. The target population for this research was 1998 students in the School of Business and Economics. A sample size of 231 was used. The study adopted stratified random sampling technique to obtain data from all school of Business and Economics students in Main Campus. The study adopted a descriptive survey design. Data was collected through self-administered questionnaire. The validity of the questionnaire was determined by the use of the university supervisors and research assistants while testing for reliability, Cranach's Alpha Co-efficient was calculated on the piloted questionnaires. Data was tabulated and the measures of central tendency, weighted mean and simple regression used for analysis after which results were summarized in tables, charts and graphs. Results revealed that gender strongly influenced the student's career choice. The findings also showed that age is the second strongest factor influencing the choice of career. The study also found out that Peer group and parental guidance had a moderate influence on the student's choice of career. The study made the following recommendation; a lot of emphasis on development of well nurtured career guidance department should be established in Kisii University main campus to help our students with career guidance, this is due to the findings that students need information on career prospects that they take. Future research should also be done to collect data from the private universities because this study was conducted in the public university to assess the factors affecting student's career choice in the universities, the study also concentrated on the students in the school of Business and Economics, a similar research can be carried out in other schools in Kisii University and also in its satellite campuses.

**KeyTerms:** Peer Group, Pedagogy, Vocation

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### **I. INTRODUCTION**

Career growth is a continuous process of attracting the labor world, all the way to employment opportunities presented to them (Fery, 2006). Issa and Nwalo (2007) observed that selecting the correct subject blending towards the correct vocation may lead to the discrepancy amid enjoying and detesting the career in future. Choosing a career that is unachievable can result in aggravation. Each individual responsibility is influenced by numerous factors, such as the perspective in which they live, their personal ability, and educational accomplishment. Career choice is determined by understanding of the entirety traits and the satisfaction that results out of a career. All these depend on the well matched of a person's employment situation including character r (Durosaro and Nuhu, 2012). Every stage in life compels a disparity of duties, a unique combination of approaches including behaviors that are requisite the ensuing levels and it is out of the attainment of these attitudes and behaviors that a person becomes "ready" to choose a career. The study argues that the procedure for making a career choice is multifaceted and exclusive for each individual depending on cognitive features and the social arrangement of the individual's desires. Career choices are hesitant from the point of view that virtually every choice involves some misgivings about the trustworthiness of the chosen career and the likelihood that it can be productive over a little time.

Career management is carried out in organizations as part of career planning and succession planning. This is a key part of Human Resource Management; however, it has become imperative for young people to start preparing themselves for their life long careers while still at college. Among the popular recruitment methods for organizations that look for young talent is the on-campus recruitment. In Kenya this method is becoming more popular with organizations like Cooperative bank, Price Waterhouse and Ernst and Young searching for young talented employees while they are still on Campus. This means that young people must be prepared to join the career they want earlier than the previous generations. Most young people and especially in this country where choice of career is employment driven, will not give much thought to what they want to study to fulfill their career choices. This study would want to see how Human Resource Management as a field of practice is impacted by the career choices students make before joining the organization (Mwachaka and Mbugua, 2012)

This particular study chose to concentrate on the School of Business because it trains diverse professions whose niche is to supply manpower for the business world beginning from Information Technology, Accounting, Marketing, Human Resource and Management in general. A study like this will be useful because it is possible to extrapolate the findings to other areas and even use the findings to infer the behavior of current employees in an organization. In Kenya, a study by Munyingi (2012) on the factors affecting career aspirations of girls postulated that school-related factors and individual factors like self-worth absolutely influenced girls' career ambitions. Kochung and Migunde (2011)'s study on the factors Influencing Students Career Choices among Secondary School students in Kisumu Municipality, Kenya observed that several Learners in high schools have no exact information about professional opportunities to help them make appropriate career choice. The study therefore seeks to establish factors influence the choice of careers for School of Business students in Kisii University.

## **II. OBJECTIVES OF THE STUDY**

- To determine the extent to which gender influence students' choice of careers.
- To establish the influence of Age on students' choice of careers.
- To determine the influence of peer group on student's choice of careers.
- To find out whether parents influence the students in choosing a career.

### **Research questions**

To achieve the objectives, the study sought to answer the following research questions:

- Does gender influence students' choice of careers?
- Does Age influence choice of careers?
- Does peer group influence students' choice of careers?
- Do parents influence the choice of career by students?

## **III. LITERATURE REVIEW**

In the past few decades, the theory by Hollandas quoted by Akerman (2012) has guided career awareness. Consideration both in the Unites States America and globally, the premise by Holland offers a straightforward and easy to understand typology outline on career interest and surroundings that could be used in career management. Holland hypothesized that occupational interest is a turn of phrase of one's personality, and that professional interests could be conceptualised into six typologies, which are Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C). If a person's degree of resemblance to the six vocational personalities and interest types could be assessed, then it is possible to generate a three-letter code ( for example SIA, RIA) to denote and summarise one's career interest. The first letter of the code is a person's primary interest type, which would likely occupy a major role in occupation choice and satisfaction.

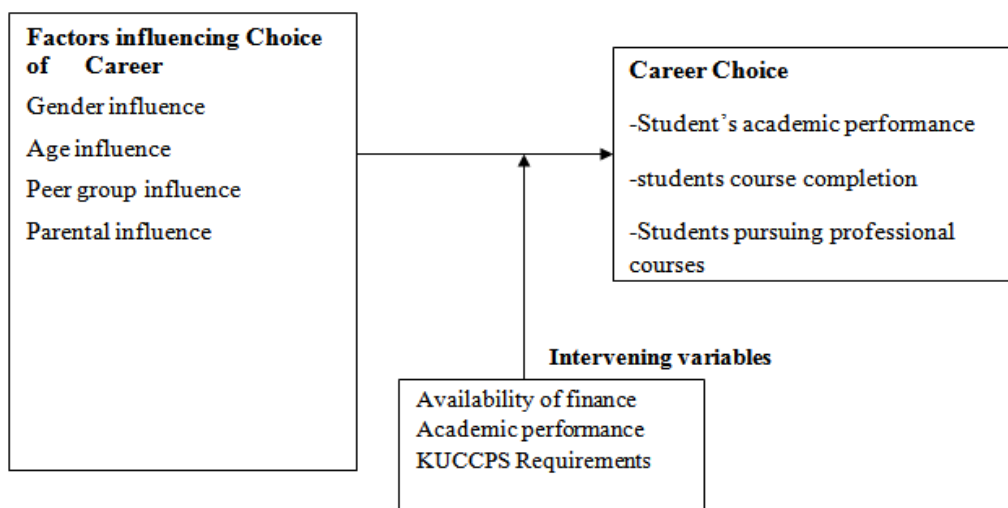
The Theory of Work Adjustment is a type of theory in career growth that is attached on the individual's diversity, tradition on professional behaviour called person-environment correspondence theory, screening career choice and growth as continual progression of adjustment and accommodation in which the individual (X) looks for work organisations and environments (E) that would match his/her requirement in terms of requirements, and E in turn looks for persons who have the wherewithal to meeting the "requirements" of the organisation. The phrase satisfaction is used to point out the degree that X is satisfied with E. To X, the most fundamental requirements to meet from E are his/her needs (or buttress), which could be additional dissected into categories of psychological and physical needs that are expressed values. To E, nevertheless, the most central needs are abilities, which are operationalized as magnitude of skills that X possesses that are well thought-out necessary in a given E. Overall, the degree of X's satisfaction and E's satisfactoriness would jointly forecast X's tenure in that work environment ( Gitonga,2013)

Formulations of TWA conjecture on the effects of various adjustment styles that could be used to explain how X and E continuously achieve and uphold their correspondence (Greenberger, 2002). The four adjustment style variables are identified, which are Flexibility, Activeness, Creativeness, and Perseverance.

Flexibility refers to P's level of tolerance to X-E dis-correspondence and whether he/she has a propensity to become easily dissatisfied with E. Activeness refers to whether X has a predisposition to actively change or act on E to decrease dis-correspondence and dissatisfaction. Reactiveness, on the other hand, refers to whether X would resort to self-adjustment in order to deal with dis-correspondence devoid of actively varying or acting on E. Work adjustment theory is significant in understanding the student's choice of career since it caters for the most essential obligation capability of the students in their career choice.

Career selection is one of the various significant choices students will make in shaping their prospects and future. This resolution will impact them all through their lives. Braines (2009) describes the procedure of choosing a career as one of the aptitude and values approximate the abilities and aptitudes required for success in a given profession, and estimating the employment values that will be contented by the diverse occupational alternatives existing. The fundamental nature of who the student is will spin around what the student desires to do with their life-long employment (Borchert, 2012). Parents, teachers, society and the management as a whole distinguish the need for appropriate career guidance and expansion. McGregory (2007) was concerned on investigating a career choice for nursing based on social cognitive career theory. The study was to determine factors that add to a career choice for nursing based on the notion of social cognitive career theory, self-efficacy, outcome expectations, and personal goals, among senior high school students, final year nursing students, and first year nursing students. The study realized that self-efficacy and result expectations were considerably correlated to career choice among all respondents. However, the nursing students were noted to have higher self-efficacy perceptions than the high school students. The main factors identified as reasons for choosing nursing as a career were; caring, career and educational advancement, personal achievement, proficiency and love of the medical field. The common categories identified for not choosing nursing as a career included; responsibility, liability, lack of respect, and low salary other categories regarding not choosing nursing as a career included; the nursing program and professional alternate career choice options and fear of sickness and death.

### Conceptual Framework



The independent variables of the study are the factors influencing choice of career which are gender influence. In this case there are some careers that are assumed to be done by ladies or gentlemen, but that was not the case as in the school of SOBE both ladies and gentlemen are doing all the courses combined, there are no selected courses for a specific gender. Parents are another independent variable that is to be researched if it is affecting the choice of career. From a layman view it's assumed that they try to influence what their children do in line with their careers. Age to some extent is assumed that it affects the careers they chose to do and the researcher was to find out to which extent it affects the choice of career of students in the School of Business. Finally, peer group was another variable that was to be research on. Student's friends or people they relate with closely were to be researched on at which level do they influence the career they pursue as it was assumed that it influence.

The intervening variables are financial constraints, in this it's the capability of the student's ability to pay his or her tuition fees for the period of the study. Academic performance of a student affects the course they do thus leading in career choice, that is to say that each course has got an average cluster that a student must have in order to be allowed to do a course. On KUCCPS requirements it is in public domain that the body will admit a student in a course they choose when they are sitting for their K.C.S.E examination.

## **IV. RESEARCH METHODOLOGY**

### **Research Design**

Descriptive research design was adopted for the study. It looked at the choices other students in other universities and other students in other faculties or schools in other universities had made that influenced them and prevailing conditions among the university students. Data was collected in order to answer the research questions on the factors determining choice of careers among university students. The study design was suitable because the respondents had homogenous characteristics that needed to be explained with an in-depth analysis after analyzing the raw data from the field.

Research design is the overall plan for obtaining research solutions to the challenges being studied and for handling some of the questions encountered during the research period. Rajendra (2008) described research design as the linkage and organization of conditions for collection and analysis of data in a manner that aims at combining relevance to the research purpose with economy in the procedure. He further argues that research design focuses on the structure of an enquiry, which leads to the minimization of the chance of drawing the wrong casual inferences from the data. According to Kothari (2011), a research design is the order of conditions for putting together and analyzing of data in a way target to combine relevance to the research work with economy in procedure.

### **Study Area**

The research was conducted in the School of Business and Economics in Kisii University, main campus, Kenya. The university's main campus is situated in Kisii County in the Western part of Kenya, about 3 kilometers from Kisii central business district. Kisii County is located in the former Nyanza province in south western part of Kenya. It has a population of 1.3 million; it is the central, largest and capital town of the Gusii ethnic group, which is the most inhabitants of the county. It is bordered with four counties; Nyamira County to the Northern East, Narok County to the Southern part and Homabay and Migori Counties to the Western p. The county is located to the South East of Lake Victoria and covers a total of 1,317.4 Kilometers. The County is between latitude 0030' and 100 Southern and longitude 34° 37' and 35° Eastern. The school of Business and Economics was chosen because it's one of the most vibrant schools in Kisii University and it has the highest number of student in the university, main campus where research was carried out.

### **Sampling Procedure and Sample Size**

School of Business and Economics of Kisii University was purposively identified for the study because it had the highest student numbers as compared to other schools, also student chose their careers in the third year in Bachelor of Commerce and Bachelor of Business and Management programs while in other programs they choose their careers from year one.

### **Reliability of the Research Instrument**

The measure of how consistent results from a test are is referred to as reliability. It is also the research level of internal consistency of instruments (Kothari, (2009). To test for reliability, Cronbach's Alpha Co-efficient was calculated on the piloted questionnaire, it was used as the internal consistency measure of items in the questionnaire. After working out, the instrument was measured reliable since the result was higher than 0.75 (0.75 > 0.07)

### **Data Presentation and Analysis.**

For data accuracy to uncover errors and omissions that might hold up the accuracy, data was cleaned. The collected data was captured into statistical software in the computer (Statistical Package for Social Sciences) for examination. The data was then changed into quantitative form through coding making it easy to scrutinize. Data was scrutinized using descriptive statistics specifically frequencies, percentages, weighted averages and inferential statistics especially the simple regression.

## **V. DATA PRESENTATION, ANALYSIS AND DISCUSSION**

Discussions on the result of the study are presented in this chapter. It began by describing the socio-economic features of the respondents, year of study, what motivated the students in choosing careers, the factors determining choice of careers, how age, gender, peer group and parents influence career choices of students in the School of Business.

### **Response Rate**

The researcher issued three hundred and eighty five questionnaires to SOBE students in main campus, out of which were sorted and only two hundred and thirty one were duly filled and returned to the researcher giving a response rate of 60%. This is reflected in the table 4.1 below.

Response Rate				Frequency	Percentage
Strata		No.	of		
Total				385	100
Questionnaires				231	60
Questionnaires returned				154	40
Questionnaires Not returned					
<b>Total</b>				<b>385</b>	<b>100</b>

In the above table, it is clearly showing that not all the questionnaires issued to the respondents were returned to the researcher, and those returned were two hundred and thirty one which was represented by 60%. For a very good response rate according to Mugenda and Mugenda (2003) 70% of the total was great, adequate response of 50% was sufficient for a study and coverage of study being done in an area. With the response rate of 60% it recommended as adequate thus good for the research.

### Demographic Characteristic of the Respondents

The study wanted to find out the demographic individuality of the respondents in specific areas like gender, bracket of age (in years), status in marriage and the year of study of the respondent. This was to give the researcher a green light on the general information about SOBE students who were to be involved in the research.

#### Analysis of the Respondents' Gender

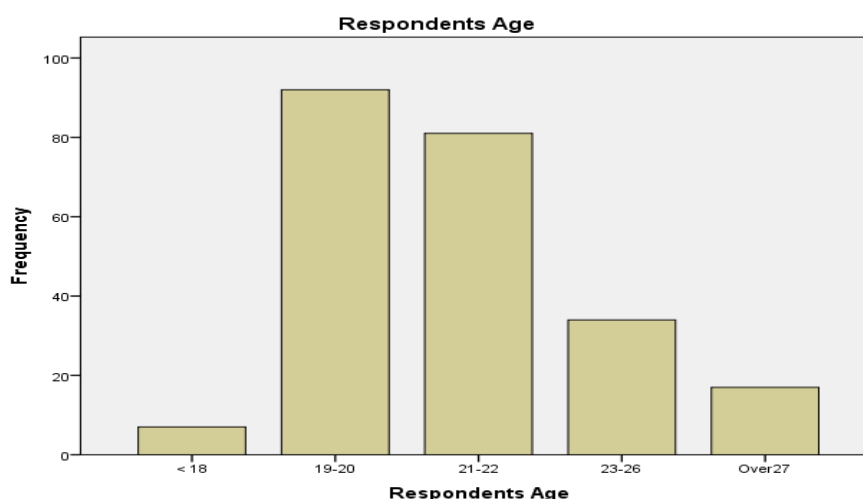
Gender	Frequency	Percentage
Male	152	65.8%
Female	79	34.2%
<b>Total</b>	<b>231</b>	<b>100.00</b>

Source: Field data (2015)

Table 4.2 shows that the male respondents who were involved in this research were 65.8%, while the female respondents were 34.2%. There was no gender discrimination on the courses students are taking in the school of business of Kisii University, and this concurs with Igbinedion, (2005) who conducted a study in Irish and observed that ladies and gentlemen have a tendency to vary in career choices they pursue.

### Respondents Age Bracket.

The study found out the respondent's age bracket of the students because in the school of SOBE, there were mature students who are pursuing courses and also those who were admitted fresh from high school by KUCCPS. There were also those who were self-sponsored, all the above categories were used in the study and the results are as indicated in the figure 4.1 below



**Showed Respondents Age Bracket**

From the above figure, 90% of the respondents were of 19-20 years age bracket which was the highest group of students who were used in the research. The second highest groups of students were of the age bracket of 21-22 which was represented by 80%. The third group of students that were also involved in this research was of the age bracket of 23-26 that was represented by 37%. The fourth group of students were those who were under 18 years and were represented by 9% finally were of age bracket of over 27, had a percentage of 19%. This showed that students in school of business are youthful in age, a bracket of between 19-22. This concurs with Owie (2003) who argued that age is the most critical factor in career choice; intrinsic interest in the line of work which comes with age is the most important rationale why an individual chooses a specific career.

**Respondents Year of Study**

The years of study of respondents were sought in the School of Business because the researcher wanted to involve all the students in different years of study so as to authenticate the study as reliable with positive findings and the outcome on the years of study whereas indicated in the below table.

**The Factors Determining Choice of Career**

The study sought to determine the factors determining choice of career; the respondents were asked to rate various factors determining choice of career. Table 4.5 below indicates the response obtained from the respondents on general assumptions using the scale 5: Most influential 4: Influential 3: Moderately influential 2: Less influential 1: Least influential

**Showing General Factors Determining Choice of Career**

Factors	f <sub>1</sub>	f <sub>2</sub>	f <sub>3</sub>	f <sub>4</sub>	f <sub>5</sub>	M	f <sub>i</sub>	f <sub>i</sub> w <sub>i</sub>	$\frac{f_i w_i}{f_i}$
Lack of career knowledge	8	02	6	5	0	5	31	50	.95
Inexperience	2	09	0		0	0	31	40	.90
Peer group	5	0	0	0	6	1	31	25	.71
Advice from Parents		1	2	03	6	3	31	29	.59
Teachers						7	31	51	.12
Prestige of the Career	3		5	14	2		31	51	.12
Vocational Guidance		0	7	8	3	2	31	01	.04
Career Counseling	5		4	25	7	1	31	82	.39
			6	01	14	1	31	022	.42

Source: Field data (2015)

The results in the above table showed the extent at which the general factors influenced the choice of career in the School of Business & Economic. From the findings, career counseling had the highest mean of 4.42 which indicated that students in the school of SOBE are less influenced by lack of career knowledge which was presented by a mean of 1.95. Also, teachers had an influence on the career the students are undertaking which was represented by a mean of 4.12. Advice from parents, peer group influence and prestige of the career had a mean of 3.59, 2.71 and 3.04 respectively. Inexperience had the least mean of 1.90 which had very little influence on career choice. Finally; vocational guidance was represented by 3.39 which was a good indicator that students should be guided in choosing their career. From the above table, it was concluded that career counseling, vocational guidance and advice from parents played a greater role in choosing a career. A study by Akerman (2012) realized that independent Schools had an increase in the number of entrepreneurial parents who valued

business as a future prospect for their own children and thus advised their children to undertake Business Studies as a subject. Similar findings were observed by Juma (2007) who realized that entrepreneurs whose parents were self-employed were encouraged by their independence and flexibility of self-employment to become entrepreneurs themselves hence career choice in students was influenced.

**Peer Group influences Student’s Choice of Careers**

The study wanted to discover whether Peer group influenced student’s choice of careers, the responses from the field are as indicated in the table below.

**Peer Group influences Students’ Choice of Careers**

Factors	L.I	L.I	M.I	I	M.I	Σf <sub>i</sub>	Σf <sub>i</sub> w <sub>i</sub>	Σf <sub>i</sub> w <sub>i</sub> / Σf <sub>i</sub>
	1	2	3	4	5			
Peers attitude toward a career	11	65	82	49	24	231	542	2.34
Peer confidence	57	120	47	5	2	231	468	2.02
Peer group age	15	68	80	45	23	231	686	2.96
Peer group gender	0	75	105	49	2	231	671	2.90
Peers awareness’	1	75	106	48	1	231	666	2.88

Source: Field data (2015)

The study found out that Peer Group influences Students Choice. Peer group age have the highest mean of 2.96 on the influence of the choice of a career in a student’s life. Peer group gender had a mean of 2.90 which was the second highest mean on influence on peer influence. Peer confidence had the least influence, with a mean of 2.02 on the influence of student’s career.

**Age Influence on Choosing a Career**

The study sought to establish the Skills that affect a career due to Age of students in SOBE and the findings were as presented in the table below by the researcher. .

**Shows how Age influence Choice of Career**

Factors	.I	.I	.I		M	f <sub>i</sub>	f <sub>i</sub> w <sub>i</sub>	f <sub>i</sub> w <sub>i</sub> / f <sub>i</sub>
	5	4	3	2	1			
Personal aptitude	6	3	0	2	0	31	70	.90
Educational attainment	7	20	6			31	68	.02
Career Experience	0	4	1	6	0	31	95	.00

Source: Field data (2015)

The respondents were asked to point out the knowledge that affects career choice due to their age. Their responses were as follows. Career experience had the highest mean of 3.00 which showed that a student may develop an interest in a previous career before training. Also, expected financial reward motivated the students in choosing a specific career based on the salary they were expecting on the time of employment. Direct career exposure had a mean of 2.96 and personal interest with a mean of 2.92, also influenced the students choice of career. Educational attainment which had the least mean of 2.02 does not have so much influence on the career of a student because there are mature entry students who join other professions after attaining a diploma in a relevant field. Personal aptitude has got moderately influential high respondents because most students in the school of SOBE are between 19-22 years of age. The control of knowledge understanding may be outstanding to the fact that it is in schools that students study regarding and research on different careers before they build their career choices and decide on topic combinations that finally guide to their career choices (Kochung and Migunde, 2011). Through also their erudition experiences while in school, those students come to a decision on what they would want to go in for yet to come in relation to their careers. This also concurs with Owie (2003) who argues that age is the most critical factor in career choice, the most significant rationale why a person opts for a specific career is because the person has natural zest in the area which comes with age.

**Regression coefficient of determination of the effect of independent variables on dependent variable**

	Unstandardized coefficients		Standardized coefficients		
	B	Std Error	Beta	t	Sig
Constant	1.458	.560		2.584	.001
Age	0.181	.054	.313	3.329	.002
Gender	.476	.126	.312	3.779	.000
Parents	.273	.077	.052	3.544	.003
Peer influence	.143	.047	.322	3.016	.004
<b>Dependent Variable</b>	<b>Career choice</b>				

According to the regression equation established, taking the four factors (Age, Gender, Parental, Peer Group Influence) constant at zero, the student’s career choices as a result of these independent factors will be 1.458. Results also showed that considering all other independent variables at zero, a unit increase in Age will lead to a 0.181 increase influence on Students career choice. A unit increase in gender will also lead to a 0.476 increase influence on student career choice; a unit increase in parental influence will also lead to a 0.273 increase influence on student career choice, and lastly a unit increase in peer group influence will lead to a 0.143 increase in student career choice. Further, the regression analysis results showed that the most significant factor was gender with p value of 0.00. This implied that gender influences student career choice while peer group was the least. Kerka (2000) researched on career choices and factors influencing career change among Oklahoma State university agricultural Communications graduates.

**VI. SUMMARY, CONCLUSION AND RECOMMENDATIONS**

**Summary of findings**

The findings revealed that gender was the most influencing factor to career choice. In the school of SOBE, the researcher found out that there are no specific courses that are meant for a group of students. That is to say that for all courses in SOBE there are both male and female students doing similar courses that leads to the same career. This is in agreement with a study by Greenberger (2002) which realized that young men were still being directed toward the old ‘male ‘duties which are better rewarding, while ladies were still expected to crowd together into the old jobs of cosmetology, baby care, and other similar jobs. To justify this claim, the study cited Florida State in the US where 99% of the students in cosmetology are ladies, while 100% of the students taking plumbing were gents. This claim gained the support of Igbinedion (2011) who revealed that gender was a pertinent factor that influenced students’ choice of secretarial studies programs in middle level colleges, and Burgh (2005) whose findings indicated that biasness in some specializations also bar students from selecting certain careers. However, these findings contradicted Kochung and Migunde (2001)’s study which realized that majority of students who participated part in this research were not prejudices by gender. In support of this claim, Gender was certainly not a powerful stimulus on career choice. These contradictions mean that there could be other factors, besides gender, which could also be influencing career choice.

**To Determine Whether Age Influence Students’ Choice Of Careers.**

The findings revealed that age influenced career choice of students of SOBE. Expected financial reward, direct career exposure and personal aptitude contributed highly in influencing careers they chose with career experience being the leading factor in influencing the choice of career in relation to age. The findings are supported by Akerman (2012) who did a research on the factors affecting the choice of business studies in three co-educational independent schools in kwaZulu-Natal in South Africa. The study found out that Educators’ age, passion, expertise and knowledge were frequently the influencing factors when learners were making their choice of Business Studies.

**To establish whether peer group influences students choice of careers.**

According to the findings, the study found out that Peer group influences is not a major influencing factor in the choice of careers. It was evidenced that students relate to their fellow students pursuing different courses that lead to different careers. This is in support of with the assertions made by Igbinedion (2011) which noted that peer group positioned least as a factor that influenced male student’s choice of secretarial studies programs in middle level colleges in Nigeria. A study by Davies et al (2008) peer group with a mean per cent of 30 ranked last as a factor that influenced male students choice of secretarial studies programs in tertiary institutions in Edo State. In solidarity with this argument, Kochung and Migunde (2011) opine that these may be a consequence of congested curriculum, teachers who overwork themselves do not have enough time to guide students and also parents are spending very little time with their kids for this reason, the students who are together with their fellow peers to suggest the needed guidance.



## VII. CONCLUSIONS

The study examined relations between the study variables and all the relationships were considerably clear. It also examined the results of the study variables on the dependent variable and all study variables were found to be important indicators of career choice. Having carefully analyzed the research findings it emerged that all the study factors influences career choices at different levels. Gender being the most influential followed by age, parental influence and finally peer group influence respectively. There are also some general factors which have influence on career in the school of business and these includes career counseling,prestige,teachers,inexperience and lack of career knowledge.

The results revealed that there was an influence in student's choice of career and this is contradicted by literature by Owie (2003) who argued that the most important ground why a student in the school of business and economics chooses a particular career is that the student hadgot built in interest in the field. Where built in interest is missing, no quantityof guidanceinspirationor satisfactionwould considerably add to the students professional effectiveness. A study by McGregory (2007) on career choice for nursing based on social cognitive career theory, found out that, individualachievementand ability and love of the medical field were some of the key reasons for choosing nursing as a career. In solidarityto this claim, a study by Kochung and Migunde (2011) 70%of the students who took part in the study were influenced by individual interest when making career choice. Munyingi (2012) also indicated that educational interests in specific subject matter influence their career choices to a very large extent among final year students in USIU. Besides, students' performance and availability of varied courses were also found to influence career choices. In fact, a study by Falaye and Adams (2008) supported this claim by stating that teachers persuade students to take specified subject matter that are matching with aptitudes and abilities that they recognized in the student.

## VIII. MANAGERIAL IMPLICATION

In light of the research results, the following recommendations are made: The management of school of SOBE should put a lot of emphasis on development of well nurtured career guidance department; this is due to the findings that students need information on careers they finally settle on to pursue. University management should carry out a lot of career awareness to the students on the first week of reporting at the university so that students do not change the courses they are admitted to do at the university through training, workshops and dialogue.

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