# AN INVESTIGATION OF DETERMINANTS OF RE-CAREERING AMONG WORKING CLASS STUDENTS IN SELECTED KENYAN PUBLIC UNIVERSITIES

BY

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# DECLARATION

**Declaration by Candidate**

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# DEDICATION

This research work is dedicated to my dear husband, Bishop Njiiri Kagunda, and my children – Rachel, Caleb and Mark. Their moral support and patience encouraged me to work hard.

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Last, but not least, I wish to extend my appreciation to members of my extended family, my loving mother, Naomi Waceke, my brothers and sisters, and friends who believed in me and encouraged me to pressing on.

# ABSTRACT

Re-careering as a phenomena occurs where already trained workers individuals seek a total shift to a new and different work field which requires a new set of skills. While re-careering presents new opportunities to those re-careering, it affects employees and organizations due to shifts that lead to loss for the organization or the individual. While re-careering is important, little is known about its triggers among working-class students. The purpose of this study was to establish the determinants of re-careering among working- class students in selected Kenyan public universities. The study aimed at establishing the extent into which academic performance influenced re-careering. Consequently, this study sought to establish the extent to which working conditions, personality disposition, and social interactions influence re-careering among working class students in Kenya public universities. Edward Lorenz Chaos Theory of Careers (CTC) guided the study. The study target population comprised of 10800 working-class students, from which a target sample size of 384 was drawn from 5 public universities. The study adopted stratified random sampling technique to select study participants and to categorize the working-class students according to the level of degrees they were studying at the time research, (undergraduate 253, masters, 123 and 8 doctoral studies working students), while 10 working class students were purposively sampled for the interview The number of respondents from the selected public universities was; Nairobi University- 114; Jomo Kenyatta University of Agriculture and Technology, 64; Moi University, (Nairobi Campus), 38; Kenyatta University, 70 and Egerton University, 22 , all totaling to 384 respondents. The study adopted a mixed research approach (quantitative and qualitative methods). Questionnaires generated quantitative data while interviews generated qualitative data. A descriptive and causal (explanatory) research design was adopted. The study adopted a pragmatism paradigm approach. A pilot study was conducted to establish the validity and reliability of the research instruments. A reliability coefficient of 0.7 was obtained using Cronbach's Alpha. Chi-square statistical test was used to determine the relationship between academic performance, working conditions, personality dispositions and social interactions and re-careering. Data collected was analysed using Statistical Package for Social Sciences (SPSS) version 21. The descriptive statistics included frequency distribution, means, and graphs tabulated according to research objectives. Qualitative data generated eight themes namely; confidence boosting, career opportunities, realistic goals, healthy working environment, unutilized traits, career diversification, increased career networks, and external pressure. The findings showed significant statistical relationship between academic performance, working conditions, personality disposition and social interactions and re-careering. The findings showed that academic performance had a chi-square of 2.566 and a p-value of 0.0109; Working conditions had a chi-square of 2.569 and the p-value of 0.0117; personality disposition had a chi-square of 2.550 and a p-value of 0. 0139, and social interaction had a chi square of 2.550 and a p-value of 0.0l38. The study findings would be significant to university academic deans, guidance and counselling personnel, career department and educational policy makers in Kenya in helping students make proper career choices. The study recommended that Commission for University Education (CUE) establish clear and similar guidelines of academic qualifications for admissions into degree programmes and university for all students in regular and self-sponsored study modules.

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# ABBREVIATIONS AND ACRONYMS

The following is a list of abbreviation and acronyms

**ANOVA** - Analysis of Variance

**CIS** - Computer Information Technology

**CTC** - Chaos Theory of Careers

**CTE** - Career and Technical Education

**DEO** - District Education Officer

**DQASO** - District Quality Assurance and Standard Officer

**GPA** - Grade Point Average

**IT** - Information Technology

**JAB** - Joint Admission Board

**JKUAT** - Jomo Kenyatta University of Agriculture and Technology

**KCSE** - Kenya Certificate of Secondary Education

**KRA** - Kenya Revenue Authority

**KU** - Kenyatta University

**MU** - Moi University

**NCBD** - Nairobi Central Business District

**RIASCE** - Realistic Investigative, Social, Conventional and Enterprising

**SPSS** - Statistical package for social services

**UoN** - University of Nairobi

## CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

Re-careering as is a phenomenon occurs when whereby already trained worker individuals seek a total shift to a new and different work field, which demands demanding a new set of skills. The process of  While re-careering presents new opportunities to those re-careering, but it also affects it affects employees and organizations in different ways due to shifts that result in negative influence on either the organizations or the individual. Researchers estimate that the total cost of employee turnover is a minimum of one year's pay with benefits and a maximum of two years pay when direct and indirect costs are combined (Safia & Noordin, 2013). Pepe (2010) found re-careering costs implications not only significant to organizations, but also disorienting to employees.  Such costs involve workers' relocation, selection, training and placement of new workers (Davidson, Timo, & Wang, 2010; Jain, Giga, & Cooper, 2009). For example, when an employee leaves, organizations suffer loss of technical expertise, productivity, momentum, high achievement, creative capacity and experience (Price, 2007). As a result, instead of progressing due to availability of skilled labour, the economy of a nation can deteriorate due to the cost implications of labour turnover (IMF, 2016). According to Spradley (2012), Johnson, Kawachi, and Lewis (2010), re-careering, not only affect the organizational profitability, but also families economic and social well-being. In addition to the costs incurred, re-careering has psychological effects on one's immediate family activities. The psychological effects include relocation and readjustments activities in a new working environment. However, although the effects of re-careering are known, little is known about the triggers of re-careering, which this study sought to establish.

Globally, the effects of re-careering have been felt and with about 6 million Americans leaving their jobs each year; re-careering is quickly becoming a household term. Spradley (2012), notes that in the US, the aging population of 55 years and above, are increasingly on the move, with four out of 10 (39.7) aging workers expressing that they are unhappy in their current role, and it's not surprising that 72.8% of them have resolved to find new jobs (Hellester, Kuln & Kailing, 2014). Experiences of the aging workers' turnover costs are of concern to those investigating organization processes and profit margin. However, though the reported cost of workers re-careering varies across the globe, the universal message is that re-careering turnover comes at a huge cost. The turnover cost has direct or indirect implications. Findings of Kuen, Kaur & Wong (2017) Malaysian study concluded that workers' turnover has other indirect costs including lost productivity and time taken by the newly recruited staff to perform and deliver at the same level of who have re-careered.

Chislolm, Rusell and Humphrey (2011) findings showed that the median cost of replacing an allied health professional was $ 45 781 Australian dollars which is almost half a million South African dollars. In a study done in Canada, Rice (2012) noted that between 2013 and 2017, 51% of the Canadian workers had switched their career and advanced their studies by taking up different courses, which in return brought a decrease of 25% of the country's economy. This raises the concern for researchers to investigate the triggers of re-careering, as done in this study.

In Africa, re-careering has also been a major concern since workers' turnover has been frequent and detrimental to organizations (UNESCO, 2014). In the western part of Africa, re-careering each year is reducing productivity and profitability by approximately 30% (UNESCO, 2014). In South Africa, it's estimated that the cost of losing employees to be between 30% and 120% of annual guaranteed remunerations

(PWC, 2014). PWC reported that, the estimated turnover cost of a salaried employee was between 100% and 200% of that person's remuneration including benefits (Standard Bank, 2012). In Zimbabwe, extremely high rates of workers' turnover are encouraging employers to find new sources from which to recruit staff (Kim, 2015). In Nigeria, Coetzee and Van Dyke (2017) found that specialised personnel tend to leave their organisations and country. Their findings further indicated that, such turnover increases the workload to approximately two times on the existing staff, leading to overwork, burnout which in turn leads to re-careering.

In Kenya, manifestation of re-careering is evidenced through interfaculty transfers which are rampant and on the rise in the universities (Muindi, 2011). For example, in 2017, Kenya University and Colleges Central Placement Service (KUCCP) had given students who wished to change institutions and courses an opportunity to do so within a time span. KUCCPS Chairman was quoted as saying that, "5,747 of the 69,151 candidates failed to secure placement to their degrees of choice. Of these, 2,128 could not competitively succeed to change their respective universities, and had to settle for courses they were admitted for, and later on take jobs they have not trained for, which may lead to re-careering in the future. In Kenya, the banking industry has also been affected by workers' turnover. For example, the First Community Bank (FCB) in Kenya, established by Muslims in Kenya in 2007, has been affected by high rates of workers' turnover. In 2016 and 2017, 40% and 57% of staff had re-careered respectively. The employee turnover in FCB has led to low productivity (Zhang & Lamond, 2010). Reflecting on the above given background, this study, sought to establish the determinants of re-careering among selected working students in selected Kenyan public universities.

While re-careering is important, little is known about its triggers. Research focusing on relationship between academic performance and career change in middle level colleges (Edward & Quinter, 2011; Masdonsati, Fournier & Lahrizi, 2017) has been found inadequate to explain re-careering of working students in Kenyan public universities, since it focusses on academic performance and career change, and career choice among secondary schools and middle level colleges. Academic performance has been cited by researchers to have significant influence in re-careering (Masdonati, Fournier, & Larhizi, 2017; Richardson, & Watt, 2015; Jones & Larke,2007), but literature related to academic performance and re-careering, much has been found to be more inclined towards Western countries (Parrado, Caner & Wolff, 2007; Sally, Carless & Arrnup, 2011). The application of re-careering triggers in Western culture is incongruent with the nature of developing countries like Kenya, suggesting that such findings, if applied, could be far more complex than theorize, hence the need for a study with an African contextual structure like the one evidenced here. Consequently, the incongruous findings related to academic performance and re-careering in different contextual backgrounds (Armstrong, 2009; Sarwar & Abugre, 2013; Adams & Clemmons, 2012; Booth & Jan, 2008; Peake & McDowell, 2012; Kidd & Green, 2007; Greenhalgh, & Rosen Balatt, 2010), show an inconsistency, which point to a need for scrutiny.

Studies done on working conditions and re-careering (Moy & Lee, 2012; Weiss, 2009; Adams, 2010; Rudd; 2007, Haycock, 2009; Wang, 2011; Kleha & Anderson, 2010) evidence a discord between what employers take to be a healthy working condition and what employees consider to be satisfactory for their retention, without addressing how it influences re-careering as done in this study. Other qualitative studies (Kisire, 2009; Specht, Egloff & Schmukle, 2011; Fuller & Marler, 2009; Spark & Abele, Neapolitan,

2008; Zhang & Arvey, 2009; Willie &Fey, 2010; Wolf & Moses,2009) done on personality disposition and re-careering, evidence a methodological gap, which the current study sought to fill by adopting a mixed method (quantitative and qualitative) approach for the purpose of enriching its findings. Studies that explored social capital avenues in relation to re-careering presented a disconnect in the theoretical framework (Briscoe, 2010; Legge, 2009; Inkson, Gunz, Ganesh & Roper, 2012; Hall, 2010; Briscoe & Finkelston, 2009), which the current study sought to fill by adopting Chaos Theory of careers in order to provide a specific paradigm of interpreting the social constructs of re-careering. Other study findings established age, marital status, socio-economic factors, salary benefits, promotion, peer and parental influence as triggers of career change (Hooley, Hutchinson & Watts, 2010; Hoyt, 2007), but, there seem to be no study that has focused on all the four constructs namely academic performance, working conditions, personality disposition and social interactions in exploring how they trigger re-careering among working students in Kenyan public universities.

## 1.2 Statement of the Problem

Re-careering has become a major challenge globally due to its effects on families, an organization's labour-force productivity, an organization's profitability and the economy of a country as a whole (Safiah, & Noordin, 2013). While re-careering presents new opportunities to those re-careering, it affects employees and organizations in different ways due to shifts that result in negative influence on either the organizations or the individual. Researchers estimate the total costs of re-careering workers' turnover at between 100% to 200% of the annual salary depending on their career experience, skills acquired, and level of employee position in the organization Despite the much effort being put to reduce the rate of re-careering in Kenya (Faiza, 2012), the trend continues to increase, incurring loss to organizations. For example, the

banking industry in Kenya is drastically experiencing the effects of high rates of re-careering (Standard Bank, 2014). Research points out those workers can either boost or lower performance (Verbroggen, 2012). First Community Bank in Kenya is an example of a bank whose performance has been affected due to high re-careering rate of its employees (First Bank Community, 2014). The numbers of employees who have left the institution add up to a total of 150 employees within the last two years. This poses a threat to the economy of any growing nation and necessitates an investigation of its triggers, which this study sought to do.

The degree programme that Kenyan student's study in the public university is important because it provides a career path that can project the jobs that the students aspire to achieve (Ogada, 2013, Nyaigothi, 2014). However, not all students in Kenyan public universities succeed to undertake degrees of choice or study in their preferred universities of choice. Those students who wish to change the degrees which they have been offered, are given limited choices which are determined by the vacancies available, notwithstanding the high number of applicants at a particular time (Gachohi, 2015). Consequently, many students undertake the degree which they have not chosen nor are they passionate about (Gathigia, 2011). Therefore, once the student graduates, they are likely to undertake a job which they have not prepared adequately for or not passionate for, and this more often lead to a desire to re-career in the future (Gitonga, 2011, Ogada, 2013, Ojenge & Muchami, 2007). Studies done evidence that working students in Kenyan public universities , who go for further students have been found to undertake different courses from what they initially trained for, and which leads to careers not initially trained for (Okango, 2012, Jwan, 2010, Ebyan, 2011 Kisire, 2009).

However, though re-careering has been studied, little is known about its triggers among working students in Kenyan public universities. Research  focusing  on  determinants

of re-careering has assessed  relationship between career choice and career change in middle level colleges , secondary schools and among the retirees (Edward & Quinter, 2011; Masdonsati, Fournier & Lahrizi, 2017) and found inadequate to explain re-careering of working students in Kenyan public universities, since it  this study focuses on academic performance (Chikomba, 2015),  Personality dispositions (Muindi, 2011) and social interactions (Yongo, 2011) and career choice among secondary schools and middle level colleges. Academic performance has been cited by researchers to have significant influence in re-careering (Masdonati, Fournier, & Larhizi, 2017; Richardson, & Watt, 2015; Jones & Larke,2007), but studies related to academic performance and re-careering, has been found to be more inclined towards Western countries (Parrado, & Wolff, 2007; Sally, Carless & Arrnup, 2011). The application of re-careering triggers in Western culture is incongruent with the nature of developing countries like Kenya, suggesting that such findings, if applied, could be far more complex than theorize, hence the need for a study with an African contextual structure like the one evidenced here. To achieve this, determinants of re-careering in Kenyan context need to be explored because what explains the determinants elsewhere may be different because of resource constraints, and culture. This study, by exploring, the extent to which academic performance, working conditions, personality dispositions and social interactions influence the working- class students to re-career among working-class students in Kenyan public universities could enable the formulation of Kenyan context specific recommendations that Kenyan educational policy makers can use to equip learners with adequate career information.

## 1.3 Purpose of the Study

The purpose of the study was to establish the determinants of re-careering among working- class students in selected Kenyan public universities.

**1.4 Specific Objectives**

This study was guided by the following specific objectives:

  i.  To establish the extent into which academic performance influences re-careering among working students in selected Kenyan public universities.

 ii.  To determine the extent into which working conditions and re-careering among working students in selected Kenyan public universities.

iii.  To investigate the extent to which personality disposition influences re-careering among working students in selected Kenyan public universities.

 iv.  To establish the extent into which social interactions influence re-careering among working students in selected Kenyan public universities.

**1.5 Research Questions**

  i.  What are the perceptions of working students on the influence of academic performance on re-careering?

 ii.  What are the perceptions of the working students on the influence of working conditions on their re-careering?

iii.  What are perceptions of working students on the influence of personality disposition on their re-careering?

 iv.  What are the perceptions of working students on the influence of social interactions on their re-careering?

**1.6 Research Hypotheses**

To examine how academic performance, working conditions, personality disposition and social interactions influence re-careering among working class students in Kenyan public universities, the study sought to test the following hypotheses:

$H_{01}$: There is no significant relationship between perceived academic performance and re-careering among working students in Kenyan public universities.

$H_{02}$: There is no significant relationship between perceived working conditions and re-careering among working students in Kenyan public universities.

$H_{03}$: There is no significant relationship between perceived personality dispositions on re-careering among working students in Kenyan public universities.

$H_{04}$: There is no significant relationship between perceived social interactions on re-careering among working students in Kenyan public universities.

## 1.7 Justification of the Study

In Kenya, students who meet the minimum admission requirements apply for their preferred degree choices and university through the Kenya Universities and Colleges Central Placement Services (KUCCPS) under government sponsorship. Alternatively, they apply for their degree choices directly to the public universities of their choice under self-sponsorship. Furthermore, students are allowed to change the degree courses or university offered by KUCCPS, by revising their applications before or immediately after admission into the public universities. A significant number of students who secure admissions into the universities through the placement service are neither offered degree programmes of their choice nor placed in their preferred university (Muindi, 2011). Other students opt to apply directly to the public universities and enroll into the degree programmes of their choice under the self-sponsored module of study (Nyaigotti-Chacha, 2004). According to Mutero (2001), the self-sponsored module offered the student the advantage of pursuing degree programmes related to their career interests and also study in their preferred university with the possibility of earlier completion of their programmes as compared to those in the regular module.

Onsongo, (2009) attest that a significant number of the students who opt for the self-sponsored module come from economically-able families who are able to afford the high fees charged. Although Higher Education Loans Board of Kenya (HELB) provides financial aid to university students in the form of affordable loans and scholarships, many eligible students do not access university education due to lack of funding (Masara, 2008). In addition, students who come from low income earning families fail to raise the money required for self-sponsored careers in parallel programmes. Majority of such students are left to accept the degrees that the admitting university offers. The implication is that such students fail to study their preferred careers.

However, since not all students succeed to change their courses after university admission, some students are admitted to study careers, while others fail to study for their preferred courses, a situation that prompts many to re-career in the future.

Despite the prevalence of literature that address determinants of re-careering today, relatively, little are known about triggers of re-careering among working class students in Kenyan public universities. Are new career opportunities driven by increase in one's academic skills through training, or are they restricted to highly qualified workers? Do working students in Kenyan public universities generally change careers to pursue a healthier working environment or is it as a result of discovery of one's personality disposition through their social interactions circles?  This study sought to examine the determinants of re-careering among working class students in selected Kenyan public universities. With the increase rate of job turnover, high cost implication of re-careering in organizations leading to lowered productivity and profit margin, a better information about the determinants of re-careering would improve employment patterns and better career choices plans in the educational sector.

**1.8 Significance of the Study**

i.   The findings of the study may be used by educational policy makers in advising students on career choice matters.

ii.  The study findings may be important to organizations in understanding the factors which trigger re-careering among their employees. Understanding the triggers is important because it can help support mitigation.

iii. Based on the findings of the study, the study may add to the scholarly work on re-careering and the four variables tested.

iv.  Finally, the findings of the study are significant to the academic deans and students' counsellors in public universities in Kenya who are charged with responsibility of providing academic and career guidance to the students.

**1.9 Scope of the Study**

The study focused on the determinants of re-careering among working class students in selected Kenyan Public universities. The target population for the study was working students enrolled in self-sponsored degree programs in 5 selected public universities out of the 22 public universities. A sample of 384 participants was selected. The study focused on working- class students, registered in evening programmes in in selected Kenyan public universities. The study targeted undergraduates, masters and PhD working students. The undergraduates working students were considered appropriate for the study since they were in a better position to recall their preferred degree choices in high school, and consequently the degree programmes and public universities they had selected and compare them with the degree programmes they were now taking. Likewise, the masters and PhD working students were found appropriate to inform this study because majority of them were pursuing degree programmes different from what they had earlier trained for. The study sought to establish the extent to which the

determinant factors influence re-careering among the working class students in selected Kenyan public universities.

## 1.10 Limitations of the Study

The following factors that posed as limitations to this study:

i. The study was conducted in 5 universities out of the 22 Kenyan public universities. Consequently, the results of the findings can only be generalized to other public universities in Kenya.

ii. The study utilized questionnaire to assess the perceptions of working class students on determinants of re-careering. As with many self—reporting procedures, there may have been an over or underestimation of the determinants of re-careering by the participants, thereby providing answers according to the 'ideal' as opposed to the 'actual' perception. To enrich the study, the researcher used triangulation, whereby interviews provided further information concerning the determinants of re-careering.

iii. The selection of 5 universities as representatives of the population represented a limitation because the characteristics of these universities, each as an organization and that of students would be different from those of other universities not sampled. To delimit this, the findings were analysed statistically and a hypothesis test done so as to enable the researcher to generalize the findings to other public universities.

## 1.11 Assumptions of the Study

The study was based on the assumptions that:

i. The information given by the participants was accurate, honest and sincere.

ii. The instruments used were valid on the determinant factors that influence career change among working class students in Kenyan public universities.

    iii. The participants were competent and the information received was relevant to

       the questions asked.

## 1.12 Theoretical Framework

This study was guided by Chaos Theory of Careers (CTC) (Lorenz, 1963). The CTC represents one of the modern developments in career perspectives and thinking. Chaos Theory has its origin in the mathematic work of Edward Lorenz (1963), who observed various that small changes led to different results, often referred to as "butterfly effects." Lorenz felt that this made systems very difficult to predict, a phenomenon that led him to coin the term "chaos." The basic idea in Chaos Theory was that small insignificant changes often lead to long- term differences. Consequently, Chaos Theory assumed that human beings are subject to change whether predicted or unpredicted. CTC describes career as a complex dynamic system which is characterized by a sense of complexity, chance, change, interconnectedness and susceptibility to change.

According to CTC human beings live in a continual state of change, interacting with others. Within an established or organized procedure which can be termed as diglottic system, important changes emerge, which are still susceptive to external factors. This change comes as a result of being inter-connected with other people, culture and systems, all that exert forces that are beyond our control. As a result, the world around us become complex. Sometimes people want certainty. However, certainty cannot be fully achieved even when we consider predictors. CTC propagates the idea of living with this uncertainty, understanding this pattern requires remaining open to chance events that may even happen in one's career.

The basic assumptions of Chaos theory of Careers suggest that factors such as interest, skills, and personality traits need not be measured, thus, letting these factors dictate the

path that workers undertake. But that we can embrace change to and chance to restructure our careers within an unpredictable economy of the 21st century.

Chaos theory introduces new themes into careers' world framework namely; embracing uncertainty, chance, simplistic, complexity, fractal patterns, attractors and constructivism. Of importance in CTC is the understanding of "attractors", because attractors help in understanding clients who fail to engage with their career development or are limited in their thinking. The attractor's concept led to the well-known butterfly effect which suggested that small changes lead to diverse outcomes. These external factors influence the overall functioning of the human system. Thus, uncertainty makes it hard to predict outcome unpredictability and as a result workers are expected to shift from closed to boundary less system of thinking.

**1.12.1 Critics of Chaos Theory of Careers**

Some of the critics of CTC have found the concept of career uncertainty too bewildering. They wonder whether the theory maps out a complete system of career development by offering a flexible approach that rejects planning, leaving everything to chance and change (Schlesinger & Daley, 2016). Wendy and McIlueen (2011) argues that CTC' relevance to counselling is not adequate because many careers (like medicine and law) require structured routes to succeed. To Wendy, strategy and planning are important aspects of career success.

**1.12.2 Integration of Chaos Theory of Careers**

The integration of CTC in this study was found useful because it proposes the development of a liberal mind that can move from the traditional linear pattern and instead focusing on how to promote adaptability in the occurrence of change. CTC is relevant today because it promotes career adaptability. To researchers today, CTC helps

career theorists to explore career change possibilities and to help students to make relevant career decisions within a system characterised by a complex dynamic career world, which is the goal of this study.

## 1.13 Conceptual Framework

A conceptual framework is a hypothesized model identifying various variables and the relationship among them (Bryan, 2008), and which helps a researcher to identify a problem, frame questions and find suitable literature (Smith, 2004). This study sought to establish the influence of academic performance, working conditions, personality disposition and social interactions on re-careering among working class students in selected Kenyan public universities. The independent variables assumed to influence re-careering for the study include; academic performance (KCSE results, fringe benefits, skills and training), working conditions (working hours, salary adequacy and fringe benefits), personality dispositions (Holland 1973); (conventional, enterprising, social, investigative, realistic and artistic personality traits) and social interactions and patterns (peer pressure, lack of career guidance and parental influence.

In this study, for example, it is hypothesized that academic performance do influence working students in selected Kenyan public universities to re-career. As such, academic performance (independent variable) was measured against some intervening variables that brought variations like, KCSE performance of the student in secondary school and skills acquired through continuous training. Assuming that there was increase in skill acquisition through advanced training, a working students would boost confidence, increase career exposure and reduce job risk (intervening variable), which leads to a desire of re-careering (dependent variable).

| Independent Variables | Intervening Variables | Dependent Variable |
|---|---|---|

**Academic Performance**
- KCSE performance
- Skills

- Confidence boosting
- Reduced job risk
- Career exposure

**Working Conditions**
**Working hours**
- Salary Adequacy
- Fringe benefits

- Unrealistic working goals
- Unhealthy working environment

**Career Change**
- Frequency of Career change
- Plans to change career in the future

**Personality Disposition**
- Conventional personality
- Enterprising personality
- Social personality
- Investigative Personality
- Realistic personality
- Artistic personality

- Unutilized personal traits
- Need for career diversification

**Social Interaction**
- Peer pressure
- Career guidance and counselling
- Influence from friends and relatives

- Improved career network system
- Increased career websites
- External pressure

**Figure 1.1: Conceptual Framework**

## 1.14 Operational Definition of Terms

The following are operational terms as used in this study:

**Academic performance:** This term refers to the level of schooling you have successfully completed and the ability to attain success in your studies. In this study, it refers to the extent to which a student has achieved their educational goals. It is commonly measured by secondary school performance, skills attained in training.

**Determinants:** Refers to a factor that decisively affects the nature or outcome of something. In this study, it refers to factors that trigger a decision to change one's career. Therefore, determinants are seen to have a decisive effect in this study.

**Personality disposition:** This refers to a set of behaviours, cognitions, and personal traits that evolve from biological and environmental factors which can be used to characterize a person. It is the dominant quality or qualities distinguishing an individual. In this study, personality dispositions attributes are described as conventional personality, enterprising personality, social personality, investigative personality or realistic personality

**Re-careering:** This term refers to an employee making a complete career shift from the one initially chosen or held at a particular time to a totally different work. In this study, re-careering refers to a change of a career profession in order to pursue a different career path. Re-careering is not just a change of job, but a move to a completely different career path.

**Social interactions:** Social interaction is a, "dynamic, changing sequence of social actions between individuals or groups, who modify their actions due to the influence of their interacting partner or partners". In this study, it refers to how people act and react to those around them to influence their career decisions. They include family, friends and relatives.

**Students:** This term refers to a learner, or someone who has registered to gain knowledge in a school, college or any formalized institution. These are learners who have enrolled for further learning in any of the selected Kenyan public universities.

**Working-Class:** This refers to those people who are employed for remunerations especially in professional occupations. The occupations include white-collar jobs or

wage earners on hourly basis, or fulltime basis. In this study, working class students are considered to be the earning workers, who have registered to go for further studies in the selected Kenyan public universities.

**Working conditions**: This term refers to the working environment and all existing circumstances affecting the labour place and the workers' overall welfare. In this study, it refers to the working environment`, including working hours, wages and salaries and remunerations, emotional well-being and the fringe benefits.

## CHAPTER TWO

## LITERATURE REVIEW

### 2.1 Overview

This chapter reviews literature related to the study variables of determinants of re-careering among working class students. The chapter is divided into two sections: (i) theoretical and (ii) empirical literature review. In section one; typical characteristics of the traditional career development theories are reviewed, followed by review of modern (contemporary) career theories, as well as a summary of research gaps. Section two contains literature review of empirical studies related to the study variables, beginning with re-careering, academic performance, working conditions, personality disposition and social interactions and patterns.

### 2.2 Theoretical Review

In this section, typical characteristics of the traditional career development theories are reviewed, followed by an evaluation of some contemporary career theories. Thereafter, a brief reflection of later theories at the advent of 21 centuries will be provided. Among the Traditional Career Theories considered are; Chaos Theory of Career Development, John Holland's Vocational Personality theory, the Donald Super's Developmental/Self-Concept Theory. This is followed by review of contemporary career theories which include Halls Protean Career Model and Sullivan's and Arthurs Boundary Less career model. The merits and demerits of each theory will be discussed in relation to triggers of re-careering among working class students.

### 2.2.1 Traditional Career Theories

Traditional career theories are conceptualized as where an individual relationship with an organization develops through linear, stable, hierarchical paths, usually bound to one or few organization (Sullivan & Baruch, 2009). Some of the traditional theories of

career development explored in this section are; Chaos Theory of Career development (CTC), Holland Typology Theory and Donald Supers Theory of Career Development.

**2.2.1.1 Chaos Theory of Career Development.**

This study was guided by Chaos Theory of Careers (CTC) (Lorenz, 1963). The CTC represents one of the modern developments in career perspectives and thinking. Chaos Theory has its origin in the mathematic work of Edward Lorenz (1963), who observed various that small changes led to different results, often referred to as "butterfly effects." Lorenz felt that this made systems very difficult to predict, a phenomenon that led him to coin the term "chaos." The basic idea in Chaos Theory was that small insignificant changes often lead to long- term differences. Consequently, Chaos Theory assumed that human beings are subject to change whether predicted or unpredicted. CTC describes career as a complex dynamic system which is characterized by a sense of complexity, chance, change, interconnectedness and susceptibility to change.

At the core of Chaos Theory of Careers are complexity, change and chance. Over time, patterns emerge that are subject to change. Career trajectories are examples of such fractal patterns that undergo change by chance events in an individual life. This complexity embraces diversity views, even those that contradict each other.  The other main concept is self-organization, which CTC theorist, proposes it to be determinant in causing systems to change, through adaptation.

As authors describe, CTC present a broad value system that is useful to organization. These values include, among others, goal setting, strategic planning, career paths, creativity and leadership.  Furthermore, Chaos theory introduces new themes into careers' world framework namely; embracing uncertainty, chance, simplistic, complexity, fractal patterns, attractors and constructivism (Bright, 2008; Zikie & Hall,

2009; Peake & McDowell, 2012; Bright & Pryor, 2012; Pryor, 2007; Savickas & Porfeli, 2009).Of importance in CTC is the understanding of "attractors", because attractors help in understanding clients who fail to engage with their career development or are limited in their thinking. The attractor's concept led to the well-known butterfly effect which suggested that small changes lead to diverse outcomes. These external factors influence the overall functioning of the human system. Thus, uncertainty makes it hard to predict outcome unpredictability and as a result workers are expected to shift from closed to boundary less system of thinking.

A key element within Chaos theory is the need to prepare for strange attractors. This need is developed further through the concept of fractal patterns. Fractal Patterns that are similar across scale are described using the term "fractal" (Pryor *et al.,* 2008). There is the recognition in chaos theory that both regularity and randomness need to be considered in understanding the nature of patterns in the real world, as contrasted with mathematical models. Pryor and Bright (2011) indicate that "fractals are the records of the stability and change exhibited by the functioning of strange attractors." They further allude that career development is focused on the identification of competency models, personality style, values and interests. CTC theorists conclude that careers are subject to a non-linear change which is unpredictable. Careers are also subject to continual change that result in drifting off course to a different area of occupation (Bright *et al.,* 2009).

The integration of CTC in this study was found useful because it proposes the development of a liberal mind that can move from the traditional linear pattern and instead focusing on how to promote adaptability in the occurrence of change. CTC is relevant today because it promotes career adaptability. To researchers today, CTC helps

to explore possibilities around them and to make sense of the change around them in their complex dynamic career world, which is the goal of this study.

Critics of CTC have found the concept of career uncertainty too bewildering. They wonder whether the theory maps out a complete system of career development by offering a flexible approach that rejects planning, leaving everything to chance and change (Schlesinger & Daley, 2016). Wendy and Mcllueen (2011) argue that CTC's relevance to counselling is not adequate because many careers (like medicine and law) require structured routes to succeed. To Wendy, strategic planning is an important aspect of career change, which this study sought to address.

### 2.2.1.2 John Holland's Vocational Personality Theory

The theory of vocational choice developed by John Holland (1973) is one of the most widely researched and applied theories of career development. Holland's (1973) theory shows that there is a match between an individual career choice and his or her personality and numerous variables that form their background. According to Zunker (1990), once individuals find a career that fits their personality, it is more likely to maintain that worker more than those who have not identified their personality traits. This theory rests on the following assumptions: first, it assumes that people can be categorized into six modal environments as being realistic, investigative, artistic, social, enterprising and conventional. Second, it assumes that people search for environments that will provide freedom to exercise their skills and abilities, and express their attitudes and values (Li, Fay, Frese, Harms & Gao, 2014). Based on the premise that personality factors influence career decisions, Holland's Theory concludes that people project their work views onto occupational titles and make career decisions that satisfy their preferred personal orientations (Sally, Carless & Arnup, 2011).

The typology of Holland's Theory categorises different occupations and work environments and explains how people make vocational choices that tries to match their personality traits (Kazi & Zadeh 2011; Judge & Klinger, 2007). According to Darcy and Tracey (2007) seven such assumptions underlie the typology: Most people possess one of the six modal personality type; Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), or Conventional (C).

According to Holland, realistic personality types are practical, stable, self-controlled, independent and down to earth. They are oriented towards practical careers such as labour, farmer, truck driver, mechanic, construction work, engineer or surveyor and landscape architect. Investigative personality types are observant and curious about things around them. They are the best choices for practical nursing, medical lab assistant, pharmacist, ecologist, math teacher, medical technologist and research analyst.

Artistic personality types are original, innovative, imaginative, and creative. They do well as painters, writers, or musicians, artist, drama coach, music teacher or graphic designer. According to theorists, social personality types are understandable, friendly and people oriented. They prefer professions such as teaching, social work, counselling, nurse, information office worker, career counsellor etc. Enterprising personality types are gregarious, dominant and adventurous. They are best counselled to enter career such as real estate appraiser, florist, lawyer, TV/radio announcer etc.

According to Holland (1992), conventional personality type refers to those individuals who show a dislike for unstructured activities. Such workers are best suited for jobs such as, librarian, editors, administrative assistant, cashier, hotel clerk, etc. Career development professionals basically use Holland's (1992) Theory of vocational choice

to orient clients to the world of work, by providing a systematic means for career exploration, ultimately, leading to career change (Arnold, 2008).

Application of Holland's Theory helps individuals to re-consider their career decisions. The profile of the six types can be described in terms of the degree of differences (flat or uneven profile), consistency (level of similarities of interests or characteristics on the RIASEC hexagon for the first two letters of a three-letter Holland code), or identity (stability characteristics of the type) as shown in figure 2.1.
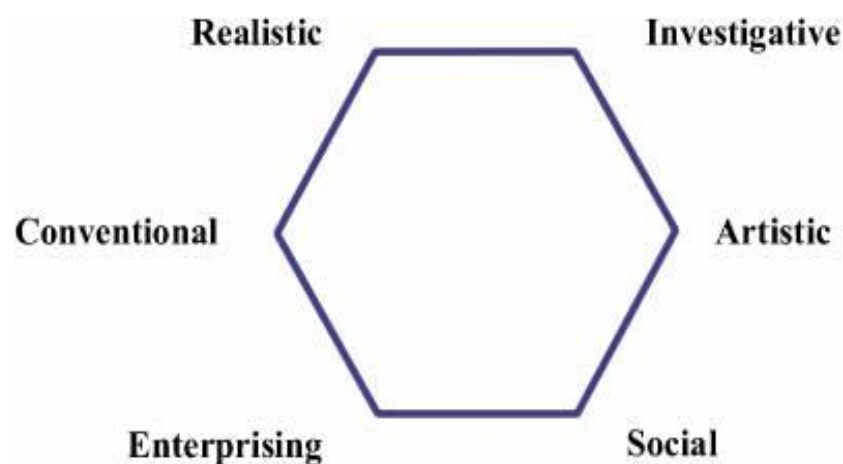


**Figure 2.1: Personality and Vocation According to J. Holland**

Each of these factors shown in the hexagon moderate predictions about behaviour related to the congruence level between a person and the environment (Patton & McMahon, 2014). Individuals and working environments are typically described proportionally in terms of the most highly weighted three of the six Holland's types, for example, Lawyer, ESI; Accounting, CEI. Table 2.1 below gives the most compatible personality-work environment and categories from which one might consider while re-careering.

Kidd and Green (2007) observe that a good match-up is called congruence (meaning compatible, in agreement or harmony). Most people are a combination of types for

example; Realistic-Investigative, or Artistic-Social. Holland's theory offers useful information to re-careering, working student who may wish to consider occupations in more than one category. To stay attuned to the realities of the present day workplace, the ability to adapt to a constant-changing career landscape could be more useful. But a major strength of Holland' (1973) Theory of occupational choice and personality types has to do with its correlation of personality traits and equitable working environment that makes many individuals look for working areas that fit their interests and abilities (Donhue, 2009). This implies that by discovering and developing ones personality dispositions of being (social, conventional, entrepreneurship, conventional, artistic or realistic), the desire to re-career is enhanced and consequently the decision to re-career is achieve.

Critics of Holland's (1992) theory assert that research has failed to find a strong link between congruence and outcomes (Darcy & Tracey, 2007). The theory overlooks important considerations beyond personality and environment, for example, the need for extrinsic rewards (Krumboltz & Levin, 2010). Given that work environments are dynamic in the twenty-first century and change is fast-paced, workers have found it difficult to establish a stable career (Krugler, 2015). Personality traits also change depending on the exposure to different environments (Davidson, Timo, & Wang, 2010). The advocacy of matching personality and environment assumes that personality and environment are static and researchers have  this found this assumption seems to be out of tune with the attributes of twenty-first century workforce workplace, hence the need for a study that addresses the influence of personality disposition in relation to re-careering as done in this current study.

**2.2.1.3 Donald Super's Developmental/Self-Concept Theory**

Super's (1953) LSLS theory addresses development process whereby different career roles are assumed at different stages of life. Super (1953) asserted that people go develop through different life stages which form and developmental tasks as part of their career-making process (Super, 1980). The stages include Growth Stage (birth to 15 years), Exploration Stage (15-24 years), Establishment Stage (25-44 years), Maintenance Stage (45-64 years) and Decline Stage (65 and above years).Whilst in growth stage individuals one typically develops interests, curiosity and fantasies concerning various careers, the exploration stage is characterized by narrowing down choices and implementing them. Work experiences and trials lead to stabilization in the establishment stage. Updating and continuing to adjust form part of maintenance stage. The decline stage entails diminishing work outputs, retirement planning and eventual quitting from active work participation. These stages comprise the Life-Span-Life-Space dimension of Super's career dimension theory.

Supers self-concept theory thinks of career in terms of self-perception (Super, 1953). The Super (1980) sees self-concept as a central role in career choice. Super believes that its in adolescence that a person first constructs a career self-concept (Santrock, 2001). Super (1980) further argues that career choice is consistent with the way people see themselves, in terms of their interest, values, and strengths. To him, choosing an occupation involves finding a match between self-perception and the need for the desired job.

Given the nature of the twenty-first century workforce place, researchers argue one could argue that LSLS career theory has its merits and limitations in exploring re-careering triggers. LSLS, apart from recognizing the interactive relationship between an individual and the organization, takes into account how individual work role

(worker) relates with other roles in personal life. Furthermore, LSLS also acknowledges the non-static nature of career choice through recycles and especially in the early years of one's career as manifested in the need for exploration which is a potential stage for re-careering. On the downside of it, LSLS emphasis the need for exploration before one chooses a specific career. LSLS tends to place little significance on the contextual supports and limits in the broader environment beyond the person-reorganization and person-person roles realms. Furthermore, LSLS sees growth in a linear career path. Considering the multidirectional nature of careers in the 21st century, the theory has limited practical significance and with its limited usefulness, it is not convincing enough to explore triggers for re-careering among working class students today. Therefore, there is need to apply a more liberal mind that adopts a theory that will address such change like CTC ass as is done in this study.

### 2.2.1.4 Review of Modern / Contemporary Theories

Gubler, Arnold and Coombs (2014) reinforced the assertion that over the last two decades several new or contemporary career concepts surfaced in career literature. Triggered by technological, economic and other societal developments, contemporary theories assume individuals should be increasingly mobile and self-directed in their careers. They provided a distinction from the traditional, bureaucratic or organizational career structure characterized by low mobility, and hierarchical advancement. Career paths have been said to be far less predictable; this demands individuals to be much more flexible (Krumboltz & Levin, 2010). Likewise, career literature saw a turn from emphasizing the traditional approach where individuals would work for one or two organization in a life-time, to a state where employees can now switch their career as they wish (Verbroggens, 2012). Some of the frequently encountered theories include;

Boundary less, Protean and Kaleidoscope career models that are discussed in this section.

### 2.1.1.4.1 Boundary less Career Model

A boundary less career refers to a career that transcends boundaries of an organization (Inkson, Gunz, Ganesh & Roper, 2012). Boundary less involves career opportunities that go beyond the boundary of a single employer or organization Arthur and Rousseau (2006 : 255) provide six different meanings of a boundary less career which involve: movement across the boundaries of several employers, drawing validation and marketability from outside ones employers, are sustained by external networks and information, a break from traditional organizational assumptions about hierarchy and career advancement, they involve rejecting existing career opportunities for personal or family reasons and are based on the interpretations of the career holder who may perceive a boundary less future regardless of future structural constraints. In this study, the different career definitions forms have one over reaching characteristics in common; they all represent the opposite of organizational (traditional career perspectives) which are conceived to unfold in one single employment setting.

As far as re-careering is concerned, the theory provides guidance on how people of certain orientations are likely to respond to dynamic work environments typical of the 21st century. Hall (2010) found that boundary less mind-set and organizational mobility preferences were positively associated with openness to experience. Openness to experience could suggest higher propensity to re-careering. The theory is not without its critics. Its criticism includes the need for clarification and conceptualization of the term (Inkson, Gunz, Ganesh & Roper, 2012). In addition; many questions have arisen on how to measure the concept of psychological mobility (Briscoe, 2010).

Whilst literature increasingly speaks of the prevalence of boundary less careers, there isn't much empirical support for its assumption. Thus, the research available cannot comprehensively prove that boundary less career theory is indeed useful (Inkson, et al. 2012, 224). The theory places focus on going beyond organizational boundaries whereas what is important in studying re-careering is going beyond boundaries of a particular occupation to enter different occupations. Furthermore, it emphasizes on the individual and pays little attention to contextual limits and supports in the larger environment.

### 2.2.1.5 Halls Protean Model

The Protean Career Concept (PCC), developed by Hall in the 1970s, describes the shift of focus from the organizational to the individual with respect to career changes. It highlights the fact that traditional view of careers as advancement within an organization was no longer accurate. Central to the PCC is the notions that as individuals pursue self-fulfilment; they make career decisions which may be re-directed from time to time so as to align with the changing needs of the individual. The individual shapes the Protean Career Concept more than the organization. Gublor *et al.,* (2014) concurred with earlier assertions that the definition of career success shifts from the, 'way to the top,' to the 'way to the heart.' Success no longer manifests in growing salaries and hierarchical progression but in feelings of self-accomplishment (Hall, 2009). Furthermore, PCC emphasizes on the ability to adapt, development of identity through an evolving self-concept, and a series of short leaning cycles that lead to enhanced performance when repeated. Continuous learning is valued throughout lifetime as it better positions an individual to cope with frequent changes and enhances a re-careering desire in the long-run.

Briscose *et al.,* (2009) found that people who are self-directed career in career management and value-driven orientation appeared were positively associated with proactive personality, openness to experience, career authenticity and mastery learning goal. In a separate study, Legge (2009) found that self-directed and mastery career management negatively correlated with continuance commitment. Research that is subject to empirical investigations, has led researchers to one could argue that both findings suggest lower inertia and higher propensity to leave a current organization or occupation and openness to re-career to another occupation if opportunities arise. The PCC adds to the body of knowledge could be quite useful in when studying re-careering in the 21st century workplace especially because it stresses the importance of adaptability and pursuit of self-fulfilment. Despite its strength, PCC has drawbacks in that it tends to place so much focus on the individual in relationship with the organization thus providing inadequate knowledge paying little attention to contextual supports to career researchers and barriers that could influence career decisions. The current study fills this gap by basing the context in an African background. The researcher sought to establish hoe academic performance, working conditions, personality dispositions and social interaction triggered re-careering of working class students in Kenyan public universities.

## 2.3 Empirical Review

This section reviews literature from prior scholars in various contexts regarding re-careering. The studies reviewed relate to the study variables beginning with re-careering, academic performance, working conditions, personality disposition and social interaction and patterns.

### 2.3.1 Re-careering

Re-careering refers to a change of a career profession in order to pursue a different career path from the one previously chose (Higgins, 2012). Re-careering is not just a change of job, but a move to a completely different career trajectory. According to Higgins (2012), re-careering can take two forms: it can be voluntary or involuntary. Voluntary re-careering occurs when an individual's current career may fail to provide the interest, passion and challenge that a person may be pursuing. Such an in individual may choose to voluntarily change the career. Re-careering may also occur unexpectedly when a person's job is eliminated and there are a few other opportunities left in the field of expertise. In this study, re-careering is taken as a voluntary act when a person's interests are not fully met and the person chooses to have a change. The term re-careering in this study is used inter-changeably with career change.

Globally, re-careering represents an important component of worker's turnover. The costs involved have far reaching impact on any organization doing business today (Faiza, 2014). Re-careering has been found to generate administrative costs involving location, selection, training and placement of new workers (Davidson, Timo, & Wang, 2010). It can also involve actual output and productivity losses or quality reduction during the period in which a vacated post remains unoccupied or temporarily staffed (Jain, Giga, & Cooper, 2009). Pepe (2010) has found re-careering cost to be significant to any company, ultimately ranging from 100% of an employer's annual salary based on the scope and complexity. Furthermore, there has been a high rise of re-careering rate, and because of this, re-careering has proved to be a serious workforce problem that requires more attention than in the years gone by (Sarah & Yates, 2017). Re-careering has affected people in different ways in their career shifts to an extent that

some people are not sure of the career they have perfected well or can be associated with, making it a costly affair with no specific career path (Rice, 2016).

Re-careering has become a common concept in the recent past. In a recent study, Gubler, Arnold and Coombs (2014) reinforced the assertion that over the last two decades, several new contemporary career concepts have surfaced in career studies. Triggered by technological, economical and other societal developments, studies assume that individuals are, or should be increasingly mobile and self-directed in their careers. They provide a distinction from the traditional career pattern characterized by low-mobility, organizational management and hierarchical advancement (Lely, 2013). Boundary less and protean career concepts have been identified as the most influential approaches in the recent past. A boundary less career refers to a career that transcends boundaries (Wilensky, 2008). Mobility is not only across organizations, but also cultural, occupational and geographical boundaries. Studies by Krumboltz and Levin (2010); Guest (2010) asserted that career paths are becoming far less predictable and demand more flexibility from individuals. In a separate study, Safiah and Noordin (2013) acknowledged the turn from emphasizing on the traditional career approach where individuals would work for one or two organizations in a life-time and progressed in pre-defined upward career path, to a state where changing a career or employer has become a common pattern today.

Central to the PCC is the notion that in the pursuit of self-fulfilment individuals makes career decisions that are re-directed to realign with the changing needs. The individual therefore shapes the protean career more than the organization. Glubler *et al.,* (2014) concurred with earlier assertions that the definition of re-career shifts from the "way to the top" to the "way to the heart" (Briscoe & Finkelstein, 2009). This means that career success no longer manifests in growing salaries and hierarchical progression but in

feelings of self-accomplishment. However, Jain (2013) found that self-directed career management can negatively correlate with commitment to a certain career or employer. Subject to empirical investigation, one could argue that self-directed career management can suggest lower inertia and higher propensity to leave a current organization, occupation and re-career to another workplace altogether. Protean career model can be useful when studying re-careering in the 21st century because it emphasizes the importance of career adaptability and pursuit of self-accomplishment. However, despite its strength, the model lacks comprehensiveness because of its emphasis on the individual ability to manage and self-direct oneself in career orientations, hence paying little attention to other prevailing working aspects that might act as drawbacks in pursuit of new careers.

Yongo (2011) conducted a study on factors influencing career choices by girls in public secondary schools, a case of Migori County, in Kenya. The significance of this study was to expose the girls to diverse careers in formal economy. The study was limited by rough geographical terrain and vastness of the county, which forced the researcher to use 'bodaboda' on the rough roads so as to reach schools that are interior. The study concluded that many female career choices are influenced by their attitude and perception into believing that some careers are for females while others are for males. Girls have internalized negative belief about themselves. They perceive themselves as unequal and inferior to boys. The study finally recommended that the gendered image of non-traditional careers be redefined through measures that directly change manifest appearance of the gender such as providing role models. The need to educate career counsellors about relevant gender issues on career choice was highlighted so as to enhance career growth and lower re-careering rates.

Amwayi (2013) conducted a study on determinants of students' career choices in public secondary schools in Kakamega South. The study was guided by descriptive survey design and the conceptual framework. The data was collected using a questionnaire and interview schedules. The target population consisted of 25 public secondary schools, 287 teachers, 6,400 students, District Education Officer (DEO) and Sub-County Quality Assurance and Standards Officer (DQASO) in Kakamega South Sub-County. The study established that there was a positive and significant association between socio economic factors and students' career choices but at varying degrees in Kakamega South Sub-County. This means that various socio-economic factors like parental education level, income, social status and cultural beliefs affect students' career choices differently. This implied that students' personal factors (for example, parental status, parental level of education, income, and cultural beliefs) had weak influence on their career choices, therefore they could not make independent career decisions, hence need for career teachers' help. Environmental factors had positive and significant effect on students' career choices but at varying levels in Kakamega South Sub-County.

Kilika, Bernard, Nzulwa and Nzuki, (2014) conducted a study on factors influencing career progression among graduate teachers in public secondary schools in Makadara District, in Nairobi, Kenya. A unit increase in the scores of the individual factors in the study led would lead to a decrease in the scores of the career progression by 0.03. Therefore, the relationship which was found to exist between the independent variable (individual factors) and the dependent variable (career progression of graduate teachers) was not significant. The study revealed that there was a negative relationship between the dependent variable (career progression of graduate teachers) and the independent variable (public sector). However, this relationship was found to be insignificant. According to the study, a unit increase in the scores of the independent

variable (public sector) would lead to a decrease in the scores of the dependent variable (career progression of graduate teachers) by 0.057 units. According to the study, the above three independents variables (TSC policies individual factors and public sector) were found to influence career's progression of a graduate teacher in Makadara District. These three independent variables were TSC policies, individual factors and the public sector. The study established a linear relationship between the three variables, which when combined significantly affected the career progression of graduate teachers and could consequently trigger re-careering. Nevertheless, the relationship between the above independent variables and the dependent variable (career progression of graduate teachers) was found to be a weak relationship.

Osoro (2012) conducted a study on integration education and other factors associated with career choice among learners with visual impairments in Kenyan public universities. The study was carried out in two public universities in Kenya, namely; Kenyatta University and Moi University. A total of forty -one learners with visual impairments were selected as participants for the study. Two types of research instruments were used in this study i.e. interview schedules and focus group discussions (FGDs). It was found that integration education did not influence the career choices of learners with visual impairments despite having several benefits. It was also found that most learners with visual impairments were pursuing teaching as a career. Most of them were not pursuing their preferred careers. It was found that gender; environment in which one was brought up, parental education, parental occupation and the type of education system attended did not affect the change of careers of these learners.

Gathigia (2011) conducted a study on investigation into factors that influence students' career choice in public secondary schools: a case of Ol Joro Orok division, Nyandarua North District, in Kenya. The study utilized the survey research design. It targeted the

population of all the 763 Form Four (IV) students and all the 22 Career Guidance and Counselling teachers in all the 10 public secondary schools in the study area. Form Four students were selected for the study as they were more likely to have chosen their careers at the end of their four-year course. Among the major findings were that over 71% of re-careering decisions made by students were based on their academic abilities, family influence and peer pressure.

Ebyan (2011) conducted a study on factors influencing career change among students in public tertiary colleges in Garissa Municipality. The study used Ex-post facto research design. The target population consisted of 355 participants. Findings revealed that family had influenced them to a great extent as shown. Youth consulted their families since they felt that their families had good plans for them hence could guide them accordingly. This study evidenced a methodological gap in that it adopted an Ex-post facto research design to evaluate its findings. The current study applied a mixed research design whose findings were found to be more enriched because of the multiple benefits of qualitative and qualitative data.

The study also concluded that peers influenced the youth in career choice to a great extent. Findings also revealed that the community culture had a role to play in the career choice among the youth. Findings also revealed that access to occupational information influenced re-careering tendencies among many students in Kenyan public tertiary colleges. Based on the findings, it was recommended that parents should not force the youth to take up careers which are appealing to them (parents) but should discuss the options with the youth.

**2.3.2 Academic Performance and Re-careering**

Masdonati, Fournier and Lahrizi (2017) explored the reasons behind re-careering through vocational education and training among adults. The participants were 30 adults aged between 25 and 45 years. A modified version of the consensual qualitative research method was applied to transcriptions of semi-structured interviews with the participants. Two groups (career changers and proactive changers) and five distinct categories were recognized. The career changers included individuals who wished to change careers due to dissatisfaction with their current situation. In this group, the decisions were motivated by either health problems or personal dissatisfaction

 The proactive changers included individuals who wished to change were grouped in to re-orient their career because of a desire to undertake new projects. In this group, there were three categories of reasons: a wish to attain better working conditions, a search for personal growth and a desire to have an occupation that fitted the person's vocation. Thus, the participants re-oriented their careers according to various motivations, pointing to the existence of a heterogeneous population and the complexity of the phenomenon. The results highlighted the importance of understanding the subjective reasons behind career changes and the need to adjust career interventions accordingly.

Masdonati *et al.,* (2017) study presented a contextual gap since it focused on vocational training among adults between ages 25 to 45 years. The current study focuses on working students in the universities. Furthermore, Masdonati, Fournier and Lahrizi's study adopted a qualitative approach while the current study is a mixed research (both qualitative and quantitative approach).

Previous studies (Gathigia, 2011; Ebyan, 2011 & Gachohi, 2015) on the subject of learners' academic performance indicated that there exist several factors that influence

academic performance, but students and lecturers' attitudes, students' academic self-efficacy and students-lecturer's interaction remained the key determinant of academic performance (Tenaw, 2013). Lecturing is a collaborative process that involves interaction between students and the lecturers that at the end brings about change in the students' behaviour (Markey & Parks, 2009). But, psycho-social factors in teaching and learning process are a multi-dimensional concept that measures various inter-related aspect of learning in an educational system which includes students' attitudes towards lecturers, students' academic self-efficacy and student-lecturer interaction. The findings of this study portrayed a conceptual gap that students' academic self-efficacy and students-lecturers' interaction as key determinant of academic performance, while the current study explored other triggers of re-careering like working conditions, personality disposition and social interaction In contrast, a study conducted by Abele and Spurk (2009) showed that participants with higher occupational self-efficacy at graduation were found to be more satisfied with their careers seven years later than those with lower occupational self-efficacy.

Richardson and Watt (2015) explored reasons behind graduates' decisions to pursue teaching as a career, in a 1-year pre-service teacher education programme at an Australian university. Richard and Watt (2015) findings revealed five factors relating that t influenced the graduates' decision to re-career. These factors were: to social status, career fit, prior considerations, financial reward and time for family were identified through factor analysis. Each three distinct clusters of students showed revealed its own unique reason for the choice of their career. That different combinations of reasons were relevant to each group's choice of teaching as a career, and these reasons were further illustrated and discussed in relation to qualitative data

from open-ended survey questions. However, the study by Richardson and Watt (2015) was conducted in Australia, thus presenting a contextual knowledge gap.

Career pathway programs focus on transitioning students through secondary to post-secondary education to gain competencies and enter careers that provide a family-sustaining wage. A study by Haycock (2009) concluded that the documented challenges to student transition are related to ineffective or non-existent transition and matriculation programs at the secondary and post-secondary levels. These challenges are particularly alarming since most family-wage sustaining careers are dependent on acquiring some level of post-secondary training. Wolf and Moses (2009) findings point out that such family-based challenges influence the students to make wrong career decisions which may necessitate them to consider re-careering in the future. Rudd (2007) also sought to assess the impact of Transitional Programs on student outcome in regard to career trajectories. Results of the findings supported the argument that students who had better results in high school had a great probability of changing their careers in the future.

Some career writers argued that higher investments in education accrue in greater career stability (Wolf & Moses, 2009; Benson, 2014). According to Becker (2007), higher levels of education increase the individual's opportunity cost of leaving his or her career and tend to keep him in the career longer than his less educated counterparts. Higher educated workers have a wider range of tasks to perform and greater repertoire of job skills via and experience compared to less educated individuals (Brimrose *et al.,* 2008; Davidson *et al.,* 2010; Richardson & Watt, 2015; Lanzi, 2007; Kleha & Anderson, 2007).

Wang (2011) research findings support the view that academic performance and training play an important role in students' career choice behaviour. Students rely on faculty expertise to help them make well-informed career goals. Differences in the academic areas and related professions impact students' career decision self-efficacy, career outcome expectations, and vocational exploration and commitment. Self-efficacy is a researched mediator between a person's ability and his or her choice of various careers (Hackett & Betz, 2011). Self-efficacy expectations will impact the initiation of behaviour, the amount of effort expended on a task, and the degree of persistence on a task in the face of obstacles and aversive experiences (Kleha & Anderson, 2007). The study by Wang (2011) focused on academic performance and personal behaviour, thus presented a conceptual gap since it did not focus on other triggers of re-careering like working conditions, personality dispositions and social interaction as in the current study.

According to US National Centre for Education Statistics, the proportion of Americans attaining more education continues to increase. For example, the percentage of individuals completing high school increased from 69% in 1980 to 91% in 2016; the percentage of individuals (aged 25 and older) who have completed college increased from 17% in 1980 to 38% in 2016. In both the labour economics and organizational sciences literatures, there is accumulated evidence stating that individuals' educational attainments are associated with positive career outcomes, including salary level, number of promotions, development opportunities, and job mobility (Feldman, 2013). Because most organizations use education performance index and skills as an indicator of a personal skill levels and productivity (Benson, 2014), they frequently employ it as a prerequisite in hiring decisions. However, over the past two decades, there has been very little research directly examining the relationship between academic performances

and re-careering (Oyamo & Amoth, 2008), hence the need for a study that can address determinants of re-careering in an African concept where the application can be understood in a well-established learners structure like the one done in this study.

In conclusion, it can be argued that, people with special abilities stand a better chance to be trained. The individual intellectual ability is very important in education and occupational choice. This is an important factor since individuals may enter into occupations that require considerable educational preparation ground for careers compared to occupations which might not require so much educational preparation. A workers for one to cope effectively at the workplace, his/her intellectual ability has to match with the occupation chosen in order to cope effectively. The school an individual attends also plays a key role in the choice of occupation..., and likewise the school the individual attends goes a long way to influence one's occupation. The level of the individual's educational attainment also counts. It is true that one who enrolls and studies in a medical school will become a medical doctor and one who attends school of journalism is likely to be a journalist.

There are those that look for jobs that can assure them for regular income to cater for not just their present needs but also for the future as seasonal jobs cannot ensure regular pay and temporal jobs may be uncomfortable as one is faced with the problem of looking for another job. Also, jobs that are of permanent nature provide one with a regular income which enables him plan his life well, thereby improving his status in the society. This situation means more than the regular provision of job and wage. It includes situations where workers are not unjustly dismissed or suspended.

### 2.3.3 Working Conditions and Re-careering

Working conditions refer to the working environment and all existing circumstances affecting the labour place, including job hours, physical effects, legal rights and relationships involved. Weiss (2009) examined the relationships between perceived workplace conditions and morale, career choice commitment, and planned retention for first-year teachers in the United States. The study used a nationally representative sample of first-year teachers (K-12) extracted from the United States Department of Education's Schools and Staffing Surveys database for 1987–88 and 1993–94. The study concluded that a school culture that supports collaboration and teacher participation in decision-making was most strongly related to higher morale, stronger commitment to teaching, and intentions to remain in the profession. It can be argued that sustaining worker's commitment through collaborative and participatory work ethics would go a long way in lowering the tendency to re-careering, a view that enriches the findings of the current study.

Moy and Lee (2009) investigated the career choice of business graduates in China. The study sought to determine why graduates viewed employment in small and medium-sized enterprises (SMEs) as a "second choice," and preferred to work for multinational corporations (MNCs). The study used a job attributes model to address the inability of SMEs to attract business graduates. Their perceptions of these attributes were by offered by SMEs and MNCs. Finally, the study compared the recruitment packages of SMEs and MNCs, and attributes such as job security and long-term career prospects were found to be better in SMEs, thus suggesting that SME owners needed to communicate more effectively with graduates. These findings imply that lack of adequate working conditions attributes like, job security, healthy relationship with workers and reasonable workload can trigger re-careering.

The result of the study of Adjin (2009) showed that interest was the most motivating factor that influenced career choice among students in Sogakope Senior Secondary and Dabala Secondary Technical Schools considering: ability, interest, monetary reward, and prestige. Work is expected to improve upon the individuals' quality of life, and bring honour and respect, so one needs to pay attention to his aptitude, and attitude towards work. It is true that certain families are noted for a particular job because they value that particular job and assume it may give them the respect they deserve in the society. A number of other studies have reported findings that support the argument that being dissatisfied in the work place triggers re-careering (Carless & Bernathi, 2007; Donhou, 2007; Brown *et al.,* 2010).

The study of findings of Edwards and Quinter (2011) indicates that availability of advancement opportunities and learning experiences were are the most influential factors affecting career choices among students. While males reported learning experiences and career flexibility as the most influential factors, females reported availability of advancement opportunity and opportunity to apply skills as the most influential factors. Though the initial salaries attached to those job were not attractive may not be attractive, opportunity for promotion was found to have influenced the workers. Some may go in for them due to promotion opportunities attached to them. Financial rewards was also found to have influenced the workers too., as usually said, motivate the youth to make their choices, that is, they go in for jobs that go with attractive salaries. People love to work in a place where there is effective machinery for negotiating pay increases and where or conditions for employment, where selection of most appropriate methods of calculating the wages or salaries which are important for cooperation and high morale, and department for the setting of wages and salary scales and the procedure to be followed are clearly defined (Kallerberg, 2009). For the worker

to be satisfied with his job or to achieve the set targets, For a worker to be satisfied, the following conditions are to be present: health and safety measures, ventilation, motivation, precaution against fire, office equipment and recreational facilities, plus any other factor that enhances and everything that an employer puts in place to ensure a congenial working environment (Watson, McMahon & Foxcroft, 2010).

A number of studies have reported that feeling dissatisfied at work can trigger re-careering (Carless &, 2007; Donohue, 2007; Hockertin & Harenstam, 2008; Lyons, Schweitzer, Ng, & Kuron, 2012). On the other hand, a longitudinal study on actual re-careering found that job satisfaction was not an antecedent of change, although, individuals who re-careered were later found happier in their jobs (Ng, Sorensen, & Feldman, 2007). The differing findings may be due to whether intentions to change or actual change were assessed and the subsequent time lag between assessing job satisfaction and actual re-careering. Hockertin and Harenstam (2008) showed that the level of job satisfaction drops when the individual contemplates making a re-careering and then picks up once the individual implements the change.

According to Kanchier and Unruh (2008), the possibility of earning a higher salary is likely to influence willingness to re-careering. Lewis and Thomas (2009) qualitative study of professional engineers and scientists found that the prospect of more money was preferred by a majority of re-careering individuals as a reason for undertaking the change. Similar findings have been reported by others (Kid & Green, 2007; Greenhalgh, & Rosenbalatt, 2010; Ibrahim, Smith, & Muntaner, 2009). These findings suggest that the prospect of a higher salary was found to be a major reason for re-careering. Other studies have reported different results. In her study on the attractions of teaching, Slay's (2009) analysis showed a great relevance of non-monetary factors in informing the decision to enter teaching.

According to Armstrong (2009), the basic requirements for job satisfaction include comparatively high pay, an equitable payment system, real opportunities for promotion, considerate and participative management, a reasonable degree of social interaction at work, interesting and varied tasks and a high degree of autonomy control over the workplace and work methods. The degree of satisfaction, however, largely depends upon employees' needs and expectations and the work environment.

A study by Adams and Clemmons (2010), conducted in Munich, Germany found that many employed physicians in Munich were dissatisfied with their job due to the burden of long working hours. According to Booth and Jan (2008) on job satisfaction, job content in terms of achievement, recognition, advancement, responsibility and the work itself tend to provide satisfaction, but their absence does not cause dissatisfaction. Where the job is less specialized, there is higher job satisfaction.

According to Nzuve and Bakari (2012), job enlargement involves expanding a particular job content horizontally, thus increasing the range of its duties and responsibilities. Routine, dull and repetitive or boring work often leads to job dissatisfaction (Kazi & Zadeh, 2011). Peake and McDowell (2012) found that higher rewards and satisfied employees in work organizations play a major role both in the promotion of employee job satisfaction and consequently higher productivity. From these findings, it can be argued that failure to reward the workers and feelings of dissatisfaction lowers the workers' morale and consequently, it triggers re-careering.

Guest (2010) highlighted organizational inability to induce job satisfaction as one of the paramount indicators of deteriorating conditions in the workplace. He further noted that negative impacts on employees resulting from organizational structure include heightened anxiety, increased affective symptoms of strain, challenges to personal

identity, increased work-family conflict, perceived loss of control in the workplace and reduced job satisfaction. Organizational policies that promote employee dignity, positive attitude and morale could push up job satisfaction which changes perception about work. That way, employees are enabled to enjoy their responsibilities and perform well in their assignments.

Auto and Handar (2013) findings showed that the receipt and expectation that a promotion is possible results in higher job satisfaction. Promotions can be a very effective way for firms to elicit positive behaviour from their employees. Firms can maintain a high level of job satisfaction even for workers not receiving a promotion if they can maintain the worker's belief that a promotion is possible. Consequently, lack of any promotion prospects can cause workers' dissatisfaction, leading to re-careering tendency. There exists a conceptual gap in that the study addressed promotion benefits as a determinant of re-careering, while the current study addresses working conditions as a trigger in conjunction with other factors.

### 2.3.4 Personality Disposition and Re-careering

Personality is defined as a set of habitual behaviours, cognitions and emotional patterns that evolve from biological and environmental factors (Holder & Klasser, 2009). While there is no generally agreed upon definition of personality, most theories focus on motivation and psychological interactions with one's environment (Joshanloo & Afshari, 2009). For example, Trait-based theories, such as those defined by Raymond Cattell (1990), define personality as the traits that predict a person's behaviour.

On the other hand, more behavioural approaches define personality through learning and habits. Personality is often broken into statistically-identified factors like the Big Five, which are openness to experience and change, conscientiousness, extraversion,

agreeableness, and neuroticism (or emotional stability) (Jeroninu, Riese, Sanderman & Ormel, 2014). These components are generally stable over time, and about half of the variance appears to be attributable to a person's genetics rather than the effects of the environment (Strobel, Tumasjan & Sporrie, 2011).

Ebyan (2011) study sought to investigate the factors influencing career choices among students in public tertiary colleges in Garissa Municipality. The study used Ex-post research design. The target population consisted of 355 participants. Data were gathered by use of questionnaire and analysed using qualitative and quantitative data. Findings revealed that family had influenced them to a great extent. The young people were found to Youth consulted their families whom they considered to be influential to their future lives. Since they felt that their families had good plans for them hence could guide them accordingly. The study also concluded that peers influenced the youth in career choice to a great extent. Findings also revealed that the community culture had a role to play in the career choice among the youth. Traditionally ascribed roles in terms of gender were found to be influential in choice of careers. So determined the choice of careers for the youth. Some cultures on the other hand restricted females to do some kinds of work hence would not allow them to apply for or join certain careers. Findings also revealed that access to occupational information influenced youth choices in career. Based on the findings, it was recommended that parents should not force the youth in taking up careers which are appealing to them (parents) but should involve them in paving the way forward. It was also recommended that the government through the Ministry of Education should put mechanisms in place to provide regular career guidance and counselling to school.

In recent years, career success research identified several personality factors that influence people objectively (i.e. salary, promotions) and subjectively (i.e. career

satisfaction) career success (Sorensen & Fieldmc, 2015). Besides the Big Five Factors, the proactive personality, which is considered a stable disposition to take personal-initiative in a broad range of activities and situations, has been in the focus of personality and career researchers (Sampson, 2008). Proactive people are described as unconstrained by situational forces and they affect environmental change (Zhang & Arvey, 2009), an aspect friendly to a re-careering mind.

Fuller and Marler (2009) elaborated about the mechanisms underlying the relationship between proactive personality and specific career criteria. Such findings allow important theoretical conclusions of personal and career functioning, it seems very important to analyse them in more detail (Spark & Abele, 2011). A study by Erdogan and Bauer (2009), for instance, has shown that the effect of proactive personality on career benefits of employees depends upon high person-organization and high person-job fits. Siebert, and Zubanor (2009) conducted a study that analyzed whether the mediators voice, innovation, political knowledge, and career initiative mediate the association between proactive personality with salary, promotions, and career satisfaction. There is a conceptual gap between the findings of this study and the current study since the current study focuses on relationship between personality disposition and re-careering while Seibert *et al.,* (2011) focused on the effect of proactive personality on career benefits of employees

The research by Neapolitan (2008) study on factors influencing career choice among students of HO Township revealed that prestige played a key role than parental influence. Showed that prestige was the most important factor that influences career choice of students in Ho Township considering prestige, personal interest, and parental influence. Values and aspirations were also found to have influenced the student in their career choices. Need to be considered as the individual makes a career choice. The

individual's scale of values is based on personal attitudes and beliefs about what is important in life. If one's values match closely those of other colleagues, then there is a likelihood of developing a sense of pride in work, willingness to devote time and energy towards the same (Autor, & Handel, 2013). Value systems do change overtime, so what is right for you now may not be so appropriate in 5 or 10 years' time. Examples of values include autonomy (making your own decisions, independence of action), authority (having influence over others), variety (change and diversity in tasks, places, and people), service (helping or caring for others), economic reward (high salary, property), prestige (having achievements recognized), social interaction (having pleasant, friendly contacts), and creativity (being original, developing new concepts) While Neapolitans' study explored the values that promote job security, the study did not address personality disposition comprehensively in triggering re-careering, which the current study focus on.

Willie and Fey (2010) study sought to research on career choice factors of high school students. Their research aimed at establish the extent into which out how influential were factors like of personality, environment and opportunities influenced graduate students of Australian university in making career choice. The purpose of the study was to identify the most important factor within these three factors which the Germantown High School senior students used in deciding upon career choices. A survey was done with a sample population of 325 and descriptive statistics were used in analysing the data collected. The findings revealed that personality related factors were identified as most influential in choosing career. Environmental related factors were not significant found significant in the graduates' career making their choice process, though they did not show out rightly disregarded for them. There are opportunities for educational facilities and industries where students find themselves intellectually qualified for

certain areas but lacked money needed to complete their training (Bottom, 2007). However, the study focused mainly on factors affecting career choice, personality factors being one of them, but the study did not relate those findings to re-careering, which the current study undertakes. The current study will use a chi-square statistical model. This approach will enrich the study findings through an extensive examination of re-careering by delving deep into the marginal effects associated with the intrinsic and extrinsic factors that lead to re-careering.

Longitudinal studies from Li *et al.,* (2014) and Saks (2007) showed results of reveal an influence of self-efficacy on job satisfaction in or perceived career success. Similar findings were revealed by According to Heppner, Multon and Johnston (2008) who attributed a key attribute that facilitates re-careering is self-efficacy as a key factor in career change. Self-confident people were found to be more confident a person is, the more psychologically ready a person becomes, to undertake a challenging shift such as re-careering (Zacher, Biemann & Gielnick, 2012). Wille and DeFruyt, (2010) reported that compared to a matched sample of non-changers, those who considered re-careering expressed confidence in their ability to make a change successfully. Similar findings were reported by Zimmerman (2008); Ibarra and Hunter (2007) who noted that people who are confident thinking are ready to open to new experiences and change. Such characteristics traits are strongly related to divergent thinking and creativity (Bond & Cheung, 2013), both of which are personality traits that are instrumental in triggering re-careering (Fuller & Mahler, 2009).

 Organizational scholars have point at suggested workers that an individual's confidence in overcoming to overcome career obstacles should increase one's willingness to change careers and, hence, his or her probability of doing so (Spark & Abele, 2009). These scholars have suggested that the primary source of such confidence

is one's self-esteem and or self-efficacy. For instance, a study by Erdogan and Baver (2009) has found that individuals with higher self-efficacy embrace engage in more job search tendency behaviour (e.g. interviews) which can led to affect positively one's opportunities as well as willingness to re-career.

A meta-analysis by Ng *et al.,* (2007) found age to be negatively related to career transition. As people age they are not willing to become less likely to change careers (Berndt, Laychak, & Park, 2011; Lyons, *et al.,* 2012). For instance, Sarah, Archer and Julia (2017) found that the group of workers who most often changed careers whereas less than 40 years of age. The explanation is that younger people are found not to have not accumulated their investments in general and, or specific human capital in their occupation in contrast with to older people who are more likely to have substantial investments (Lyons, Schweitze & Kuron, 2012). Younger people are also flexible and can re-consider change easily as in their living and working arrangements, compared to the older generation of workers (Bradley & Devadason, 2008).

Dalaba (2009) stated that "it has been deemed a socio-economic law that as the age of an individual increases, the likelihood of experiencing occupational change decreases." Using the same explanation, Hellester *et al.,* (2014) findings indicated that compared to older workers, younger workers have less attachment to their geographic residences or even their lifestyles. In support of this view, Carless and Arnup (2011) indicated that as far as re-careering is concerned, career stayers are usually older, have more children and have worked longer in their career careers than those who changed careers.

Some studies have reported that males change their career more frequently than females (Parrado, 2007) and are more likely to report their intentions to change careers (Hellester, Miguel & Kuhn, 2014). In contrast, other studies have reported that

women's career decisions have been found to be remain more complex than men's because of their multiple family and work related roles. Similar findings from Hakim (2011) on women's careers in the UK and the US suggest that women mostly exhibit adaptive careers while men tend to have more linear, traditional career patterns placing more emphasis on monetary rewards and promotion (Huang, 2007; Mainiero & Sullivan, 2005) i. Bertrand in the UK and the US suggest that women mostly exhibit adaptive careers tendencies while men tend to have linear and traditional and traditional career patterns .Huang, 2007; Mainiero, Goldin and Katz (2010) also found that prestige and salary were more important to men, and flexibility was more important to women. These findings concur with other findings which reported that most women valued balance between work and personal life more than men (Connelly, Rachel & Kimmel, 2010; Booth & Jan, 2008).

Nonetheless, studies have found inadequate no much gender differences in n intentions to re-careering tendencies change careers (Carless & Bernath, 2007). For example, Connelly and Kimmel (2010) conclude that there are two competing perspectives about gender differences with respect to career decisions. One is that women and men are different in terms of career orientation, attitudes, and values, while the other holds that they are the same if mediating variables are controlled.

Other studies have shown that married women switch to careers to have flexible hours to accommodate family, community, and career concerns. For instance, Chioda, and Anna (2011) found that a large percentage of married women moved into professions that allowed them time to carry out their female roles. Other studies have indicated that those who are single are more likely to change careers (Carless & Arnup, 2011; Cesinger, 2011; Parrado, 2007). It is argued that married workers are less likely to change careers due to the risks and consequences associated with changing jobs

(Biemann, Zacher & Feldman, 2012). Conversely, single people change careers more often because they have fewer commitments, and it is therefore easier to relocate for a job change (Lyons, Schweitzer and Ng, 2012). On the other hand, a number of studies have found that marital status has no impact on intentions to change re-careering careers (Carless & Bernath, 2007; Blau, 2008). The above mentioned studies focused on gender differences and marital status in relation to re-careering, while the current study's focus is drawn from both male and female participation on equal measure in re-careering.

Feldman and Ng (2013) established that conscientiousness and openness have ado predicate a positive and significant impact on performance, meaning that the higher the level of transparency (openness), consciousness (conscientiousness), attention to the environment (extroversion), the higher the probability of success in their performance.

According to Barrick and Mount (2013), workers who exhibit high conscientiousness are said to be reliable and responsible (Barrick & Mount, 2013). They have good self-controlled, act dutifully and always aim for achievement. They like to follow a plan rather than acting spontaneously. This makes them good at formulating long long-term-term goals which, that enhance organizing and planning routes towards career success achievement and work persistently to achieve goals. A research finding by Boyce (2010) has shown that high level of conscientiousness may not always be good as conscientiousness could be detrimental to wellbeing when failure is experienced. Furthermore, the above studies failed to show the connection between personality disposition and re-careering.

The empirical gaps that have been identified focus on the influence of personality disposition to re-careering. Many of the studies evaluated in this study were fond

contextually inadequate since this study focused on working students carried out for students as they made their university choices and no subsequent follow up was done to evaluate whether they retained those career paths after college completion. Likewise, many of the studies were carried out outside Africa. A locally based study would be prudent in order to It would be prudent to carry out more studies locally to identify the critical factors that influence career choice. There is also need to evaluate whether the factors already studied are universal to all people. There are few studies carried out in Africa but little has been done to address re-careering among working-class students in Kenyan public universities. It is, therefore, prudent to carry out such a study in order to add to the existing body of knowledge.

### 2.3.5 Social Interaction and Re-careering

Social interactions refer to a dynamic process dynamic, changing sequence of social actions between an individual or and groups who interact with or without any intention to influence each other. Modify their actions and reactions due to the influence of their interacting partner or partners (Breeden, 1993). In this study, it refers to the way people act and react to those around them to influence their career decisions. They include family, friends and relatives.

 The labour market increasingly rewards social skills and interactions (Acemoglu & Autor, 2011). Between 1980 and 2012, re-careering patterns requiring high levels of social interactions grew nearly to 12 percentages as a share of global labour force (Mohammed & Nikbin, 2016). The world is becoming a small global village and as research shows (Autor, David & Handel, 2013), human beings  can never survey their own career world and networks, nor can they ever form any judgment or connection, unless they are removed from their own station, and endeavour to view the world with the eyes of other people (Autor, David & Handel, 2013). This is only achieved when

we interact with others. Social interaction skill is, therefore, necessary in a rapid growing world. In this study, social interaction and patterns influence in re-careering has been reviewed within the circle of friends (peers), parents and social network patterns.

Gitonga (2011) investigated the role of agents of socialization in influencing career choices among first year female students of Nairobi Institute of Business Studies (NIBS). Specifically, the study sought to identify which agents of socialization influenced career choices among first year female students of Nairobi Institute of Business Studies (NIBS). Combinations of three research instruments were used in data collection. The research findings revealed that agents of socialization influenced career choices although among first year female students of NIBS. However, the degree of influence (varied as follows; parents 40%, peers 34%, media 18% and, teacher/teachers 8%).Majority of the Seventy eight per cent of the participants stated that members of the male gender such as fathers, boyfriends, uncles and, brothers influence influenced the female students' career choices more than same sex persons.

Further, Oganda, (2013) findings showed 56% of the participants believed that agents of socialization continue to ensure that female students dominated careers that were perceived as 'feminine.' Forty-eight per cent of the participants cited opportunities accrued to pursuing a certain career as bearing influence on their career choice while, poverty, gender stereotypes, predetermined life cycle for women/girls and, grades attained in secondary school were identified as some of the other factors that influence females' career change patterns. Gitonga (2011) study presented a methodological gap since it was a case study while the current study is a survey.

Steinfield and Whitten (2009) in his research about social platforms in work settings stated that people e use these platforms almost exclusively to communicate to establish new relationships online. To with those they already know from on line relationships rather than establish new ones. To understand communication among employees across offline and online settings, what these employees do and the settings in which they perform must be examined. Ceale, Dana and Gudela, (2015) findings on the important role of career website in enabling prospective applicant switch their careers online are worth noting. This study was based on employee interaction on social platforms, indicating a conceptual gap with the current study which is based on influence of social interaction patterns on re-careering among other variables.

Beauregard and Henry (2009) observed that employee performance is measured by the amount of work an employee does each hour. He further noted that increased collaboration through social network can stimulate knowledge sharing between individuals who share a common interest (Eack, 2011). However, with the increasing popularity of social networks such as Twitter and Face book, it is tempting for employees to spend valuable time during the day on these sites. Risks associated with Online Search Network (OSN) should be noted such as knowing the kind of information shared through social sites, measuring of return on investment and capital factors on modern economy (Williamson, 2008). This study focused on the interaction between social network and employee performance indicating a conceptual gap while the current study which focuses on the social interaction pattern and re-careering.

Jones and Larker (2007) researched on factors influencing career choice of African American and Hispanic graduates of a Land-grant College of Agriculture. The purpose of the study was to identify and describe the factors that were related to African American and Hispanic graduates' decisions to choose (or not to choose) a career in

agriculture or a related field prior to or after college. The population for this study was all African American and Hispanic graduates who received a first degree in an agriculture-related field at Texas A & M University between May 1990 and December 2007, findings revealed that, various commonalities and differences existed among the two groups. When participants enrolled in their first agriculture-related course, it did not have a major effect on the probability that they will select an agriculture-related career. However, the role of significant others and specific job-related factors was validated in that study. But having people who were not white to encourage participants to consider an agriculture related career increased the participants' likelihood of pursuing an agriculture-related career. Participants were more likely to pursue an agriculture-related career if their father's occupation was agriculture-related. Parental level of education played a critical role on the participants' choice for agriculture-related career. For the purposes of the current study, parental pressure has been linked to re-careering especially to young adults owing to the great influence parents have in the career development of their children (Clarke & Loheac, 2007). There exists a methodological gap in the study. The current study, besides using descriptive statistics, adopted a chi-square statistical tool to analyse the extent to which social interaction and patterns also adopted a mixed research design to enrich its findings.

Issa and Nwalo (2008) findings on conducted a research on factors affecting the career choice of undergraduates in Nigerian Library and Information Science Schools, revealed that majority of the participants studied degrees programmes which they had not applied for in college, had not chosen the course as their first choice but ended up in the Library School as a last resort. However, those who did were influenced mostly by previous library work experience. The study concluded that despite the evidence of improved popularity of the programme among the participants, it remains largely

unpopular among prospective undergraduates in Nigeria. When compared with such other courses as Accountancy, Medicine and Law and that the decision to pursue certain careers is mainly influenced by the available sources of information on the course which included parents, relatives and peers. Stuart (2010) study in Boston, agrees with these findings, that peers' attitude toward re-careering can increase or decrease a person's level of confidence. He further notes that young people are easily influenced by their peers because they rely on their friends to provide validation of their career change decision. Similarly, Clarkberg and Moen (2009) study in Malaysia confirms these findings on peer pressure and group norms. Lunderberg (2007) study in Canadian university shows support of peer pressure conformity in career matters by indicating that generation patterns always adopt certain careers as ideal. This tendency often triggers re-careering.

Stuart (2010) in support of peer influence in career decisions contends that peers' attitude toward gender and ethnicity influences re-careering, may increase or decrease a person's confidence in pursuing a career. He further notes that adolescents are easily influenced by their peers because they rely on their friends to provide validation of the choices they make, including career decisions. A study by Berndt, Laychack, & Park (2011) indicated that the best friend exerts strong influence on individuals and their choices. The finding led him to conclude that peer influence leads to an increase in friends' similarity of decisions. Issa and Nwalo (2008) however concluded that although boys and girls are positively influenced in equal measure by their friends' interest in computer science, boys seem not to be affected negatively by their friends' lack of interest in the discipline. However, the above studies presented a contextual gap since they focus on adolescent's peer pressure, while the current study focuses on working class students in selected Kenyan public universities.

Nevertheless, Gitonga's study (2011) investigated the role of agents of socialization in influencing career change in Nairobi Institute of Business Studies (NIBS). The research findings revealed that agents of socialization influenced career change and development. However, the degree of influence varied with parents acquiring the highest percentage of 40%, followed by peers with 34%, media with 18% and teachers with 8%. Parental pressure can take many forms. Some parents may coerce their children to take careers which they failed to achieve, while others may want their children to continue with family business after their training (Watson, McMahon & Foxcroft, 2010). All these forms of pressure can and do trigger re-careering. Based on these findings, it was recommended that parents should mentor their children in career matters and also help them to withstand peer influence in career matters.

A qualitative study by Wolff and Moses (2009) reported that a majority of engineers and scientists who changed occupations relied on their networks to get a job. Similar findings were reported by Latzke *et al.,* (2012) with a sample of steelworkers. Roxana and Barbulescu (2015) qualitative study of teachers found that speaking with people in different occupations, as well as family and friends was an essential preliminary step to making a career change.

A study by Ogada (2013) sought to establish how social capital influences career successes of the staff at the County Government of Mombasa. The study also sought to establish how social capital influences extrinsic factors of career success and how social capital influences intrinsic factors of career success. The study adopted a survey research design. The results indicated that employees were able to accrue diverse network resources from their peers whom they related with on social platforms. /social capital to varying extents. From the data, it was clear that information was the network resource that employees at the County Government of Mombasa accrued most from

social capital and networks at 23%. That was closely followed by ideas and knowledge at 20% and 17% respectively. The study conclude also found that social capital influenced both extrinsic and intrinsic factors of career success to a great extent. The study consequently concluded that; first, diverse network resource (social capital) had been drawn by employees of the County Government of Mombasa to different extents and that had added great value to career success for the County Government staff.

## 2.4 Summary of Previous Studies and Knowledge Gaps

The studies reviewed in sections 2.3.1 to 2.3.5 present mixed findings on the determinants of re-careering due to various factors different methodologies used, definition of variables or contextual factors. This study addressed the identified knowledge gaps by analysing studies done on investigating determinants of re-careering among public university students in Kenya. The researcher has summarized the previous studies reviewed and knowledge gaps generated in relation to the study objective.

While re-careering is important, little is known about its triggers (Bankole, 2015; Belcton, Walker, & Jones-Farner, 2014). Research focusing on relationship between academic performance and career change in middle level colleges has been found inadequate to explain re-careering of working students in Kenyan public universities, since it focusses on academic performance and career change, and career choice among secondary schools and middle level colleges (Edward & Quinter, 2011; Masdonsati, Fournier & Lahrizi, 2017). Academic performance has been cited by researchers to have significant influence in re-careering (Masdonati, Fournier, & Larhizi, 2017; Richardson, & Watt, 2015; Jones & Larke,2007), but studies related to academic performance and re-careering, has been found to be more inclined towards Western countries (Parrado, & Wolff, 2007; Sally, Carless & Arrnup, 2011). The application of

re-careering triggers in Western culture is incongruent with the nature of developing countries like Kenya, suggesting that such findings, if applied, could be far more complex than theorize, hence the need for a study with an African contextual structure like the one evidenced here. Consequently, the incongruous findings related to academic performance and re-careering in different contextual backgrounds (Armstrong, 2009; Sarwar & Abugre, 2013; Adams & Clemmons, 2012; Booth & Jan, 2008; Peake & McDowell, 2012; Kidd & Green, 2007; Greenhalgh, & Rosen Balatt, 2010) show an inconsistency, which point to a need for scrutiny.

Studies done on working conditions and re-careering (Moy & Lee, 2012; Weiss, 2009; Adams, 2010; Rudd; 2007, Haycock, 2009; Wang, 2011; Kleha & Anderson, 2010) evidence a discord between what employers take to be a healthy working condition and what employees consider to be satisfactory for their retention, without addressing how it influences re-careering as done in this study. Other qualitative studies (Kisire, 2009; Specht, Egloff & Schmukle, 2011; Fuller & Marler, 2009; Spark & Abele, Neapolitan, 2008; Zhang & Arvey, 2009; Willie & Feys, 2010; Wolf & Moses, 2009) done on personality disposition and re-careering, evidence a methodological gap, which the current study sought to fill by adopting a mixed method (quantitative and qualitative) approach for the purpose of enriching its findings. Studies that explored social capital avenues in relation to re-careering presented a disconnect in the theoretical framework (Briscoe, 2010; Legge, 2009; Inkson, Gunz, Ganesh & Roper, 2012; Hall, 2010; Briscoe & Finkelston, 2009), which the current study sought to fill by adopting Chaos Theory of careers in order to provide a specific paradigm of interpreting the social constructs of re-careering. Other study findings established age, marital status, socio-economic factors, salary benefits, promotion, peer and parental influence as triggers of career change (Hooley, Hutchinson & Watts, 2010; Hoyt, 2007), but studies to address

re-careering determinants have been found adequate to inform all the four constructs namely academic performance, working conditions, personality disposition and social interactions in Kenyan public universities, as done in this current study.

In the empirical literature reviewed, studies done explored the nature of career change. The empirical gaps that have been identified study focused on attributes of re-careering, but no comprehensive study was found to address triggers of re-careering as done in this study. Such studies were carried in secondary schools and with university learners in as they made their career choices and no subsequent follow up study was done to evaluate whether they pursued those career paths after college or not. Likewise, many of the studies were carried out outside Africa. It would be prudent to carry out more studies locally to identify re-careering triggers. There is also need to evaluate whether the factors already studied are universal to all people. There are few studies carried out in Africa but little has been done to address re-careering among working-class students in Kenyan public universities.

## CHAPTER THREE

## RESEARCH DESIGN AND METHODOLOGY

### 3.1 Overview

This chapter presents research methodology and design used to generate data for the study. It describes the research philosophical orientation, research method, research design, the area of study, the target population, sampling techniques and sample size; data collection instruments; pilot study; validity and reliability; data collection procedures and data analysis procedures.

### 3.2 Geographical Location of the Study

The study was carried out in Kenya involving 22 public universities. The study population of 10,080 working- class students informed the study. Five public universities were selected from the 22 public universities. Participants were self-sponsored working students enrolled in the evening programme in the five selected public universities, that is; University of Nairobi (UoN), Moi University, Nairobi campus (MU), Jomo Kenyatta University of Agriculture and Technology, (JKUAT), Kenyatta University (KU) and Egerton University, Main Campus.

The University of Nairobi is situated in Nairobi Central Business District (NCBD). UoN has a student population of about 70,000 and comprising of six colleges in all, located throughout the city across seven separate campuses. UoN attracts a large number of working learners, who find it convenient to attend the evening classes after work. Moi University, Nairobi Campus is a satellite campus of Moi University in Eldoret, and is located within Bazaar Plaza, 14th floor at the junction of Biashara Street. Since its inception on 14th November, 2005, the campus has continued to register an overall expansion; evidenced by significant increase of registration to both undergraduate and post- graduate students with the current student population at

slightly over 5,000 students. The location of Moi University, Nairobi Campus at the centre of such a highly populated and busy city is an added advantage to this study, especially for the working –class learners who live in and around the suburbs of Nairobi Central District.

Jomo Kenyatta University of Agriculture and Technology (JKUAT) is a public university located in Juja, in Kiambu County, Central Kenya, and 36 kilometres North East of Nairobi along Nairobi-Thika Super -highway off Exit 15.  Jomo Kenyatta University of Agriculture and Technology offers courses in Technology, Engineering, Science, Architecture and Building Sciences. It has a population of approximately 23,000 students all-inclusive of distance and evening classes. Jomo Kenyatta University of Agriculture and Technology has its greatest strength in the Information Technology which attracts the working class students because of its major on technology courses. Being located around the vicinity of Ruiru and Thika, and situated along the Thika super- highway made JKUAT a suitable choice for this study because it attracts the working learners to pursue their evening classes with ease.

Kenyatta University (KU) is one of the leading public universities in Kenya. Kenyatta University offers world class training and research facilities with over 70,000 students from all over the country. The main campus is at Kahawa, Nairobi County, Kasarani, along the Nairobi- Thika super-highway. The university offers both bachelor and postgraduate degree programmes for self –sponsored learners, a factor that made it suitable for the study

Egerton University has its main campus located in Njoro town, which is 20 kilometres from Nakuru town in Kenya. The University offers courses for both undergraduate and post-graduate programmes. It currently serves a population of about 35,000 students.

Being located in the interior, gave Egerton University  unique value of its own, in that the learning environment is conducive and working students find it convenient to study.

The number of public universities in Kenya is on the rise. Working class people do consider furthering their education a worthwhile decision. Those who are working or are already in employments develop a desire to further their studies and change of career due to many factors, such as academic performance, working conditions, personality disposition as well as social interactions. This is done through self-sponsored programmes. The selected Kenyan public universities (University of Nairobi, Jomo Kenyatta University of Agriculture and Technology, Kenyatta University, Moi University, Nairobi Campus and Egerton University) were found relevant for the following reasons.

First, they are all public universities, registered and chartered, which means they are all under the Commission for University Education in Kenya, which is a responsible body for moderating and approving all university learning. It also ensures that university students (both full-time and part-time) are exposed to quality learning experiences. Second, the five public universities have satellite campuses spread all over the Kenyan nation. This fact gave the researcher an advantage to make choices on which campuses to undertake the study without any duress. The targeted population of working students live in towns, and are able to enlist themselves for the evening classes that favour their busy work schedules.

### 3.3 Research Philosophical Worldview

Creswell (2009) asserts that a research philosophical orientation ought to form a major part of any research design. He notes that although the philosophy behind a research remains hidden, it still does influence the practice of research and therefore, must be

included in the research proposal. He defines a research worldview (also referred to as paradigm or research orientation) as a "general orientation about a world and the nature of research that holds" (Creswell, 2009: 6).

This study adopted the pragmatism philosophical paradigm derived from the work of (Creswell, 2007). Pragmatism as an orientation arises out of action, situations and consequences rather than antecedents. It is concerned with what works, as well as solutions to problems. This study was primarily concerned with establishing the determinants of re-careering among working-class students. This was done by assessing the students' perceptions on the influence of academic performance, working conditions, personality disposition and social interaction to re-careering. Pragmatism researchers focus on 'what' and 'how' of the research problem by placing the research problem as central and applying all approaches to understanding the problem (Creswell, 2009). The objectives of this current study sought to answer the question of how academic performance, working conditions, personality dispositions and social interaction trigger re-careering among working –class, in selected Kenyan public universities. The experience of the participants who had re-careered or were planning to re-career was captured through in-depth discussion of interviews.

### 3.4 Research Design

The study adopted a descriptive and causal (explanatory) research design. Descriptive design was used to describe the characteristics of a population or phenomenon being studied. It does not address the answer questions of how, when and why the characteristics occurred. Rather, it addresses the "what" question (what are the characteristics of the population or situation being studied?). In this study, descriptive categories were generated, for example gender, educational level, marital status of the

participants. The description was used for frequencies, average and other statistical calculations (Kothari, 2009).

This is consistent with Kothari (2009) who explains that a descriptive design is described as a method of collecting information by interviewing or administering a questionnaire to a sample of individuals and is appropriate as it answers research questions – who, what, where, when and how is the problem.

The use of descriptive research design is said to only help in finding what and how of things, but it does not explain why the way they do (Taylor & Medina, 2013). A combination of the two (that is, Descriptive and Casual things happen Explanatory) helps in providing identifying reasons behind a wide range of processes as well as the impacts of change and is associated with greater levels of internal validity due to its systematic selection of studies (Teddlie & Yu, 2007). According to Creswell (2009), Casual research, also known as explanatory research is conducted in order to identify the extent and nature of cause-and – effect relationships. Casual research can also be conducted in order to assess impacts of specific changes on existing norms, or various processes. The researcher focuses on an analysis of a problem to explain the patterns of relationships between variables and the presence of cause-and- effect can be confirmed only if specific evidence exists.  In this study, the research focused on establishing the extent to which independent variables of (academic performance, working conditions, personality dispositions and social interactions) influenced re-careering (dependent) among working- class students in selected Kenyan public universities. Descriptive and casual explanatory study design was preferred because this study sought to establish the determinants of re-careering among working class students in selected Kenyan public universities.

## 3.5 Research Method

This study employed a mixed method approach. Bryan (2008) describes the mixed method approach as one that permits the collection of both quantitative and qualitative data at the same time, thus giving the researcher the freedom to choose to determine the extent to which one approach will be used over the other, in conjunction with the purpose of the study. The researcher used a sequential timing approach. This implies that data were collected in two distinct phases, with the collection and analysing of one type of data occurring, and then the other followed. Specifically, the researcher collected first and analysed quantitative data and then followed with generation and analysis of qualitative data.

The researcher adopted mixed research design also because of the advantages of both approaches. First, by mixing both quantitative and qualitative approaches, the researcher was able to gain more in-depth understanding how academic performance, working conditions, personality dispositions and social interactions influenced the working students to re-career. Second, mixed research methods also provide strengths that offset the weakness of each method if applied singularly, both the quantitative and qualitative method if applied alone. For instance, quantitative research is weak in understanding the context or setting in which people behave, something that qualitative mitigates (Creswell, 2009). On the other hand, qualitative research is sometimes deficient because of the potential researcher's bias and the difficulty in generalizing the findings to a larger population (Babbie, 2010). Quantitative research makes up for this deficiency (Hair, 2007).

Third, mixed research design allow the researcher to apply triangulation. Triangulation involves use the use of different sources of information in order to increase the validity of a study (Mugenda & Mugenda, 2003).

According to Creswell (2010), sequential timing occurs when the researcher implements the strands in two distinct phases, the collection and analysis of one type of data occurring after the collection and analysis of the other type. The researcher using sequential timing may choose to start by either collecting or analysing quantitative data first, or collecting and analysing qualitative data first. The strength of sequential timing is that, it enables the researcher to identify and correct any underlying problem in the research tools. One advantage of this method, according to Creswell, is that it can result in well validated and substantial results. This implies that what was not captured by the quantitative methods can be compensated by qualitative method. In the case of this study, data were analysed separately and the mixing was done in the interpretation. In addition to this, the application of mixed-method approach with subsequent sequential timing enriched and deepened the quality of the final results. This raised the confidence of the researcher in making generalizations and the findings were found to be valid.

## 3.6 Target Population

Population a population is sample is generally a large collection of individuals or objects who constitute that is the main focus of a scientific query and to which the researcher is interested in generalizing the conclusions (Blaikie, 2010). According to Creswell (2000), a research population is a well-defined collection of individuals or objects known to have similar characteristics. Population studies are more representative because everyone has equal chance to be included in the final sample according to Mugenda and Mugenda (2003). The target study population was 10,080 working students drawn from five selected public universities. The unit of analysis included undergraduate, Masters and Ph.D., self-sponsored working-class students enrolled for evening programmes in selected Kenyan public universities. A total number of 384 working students informed the study, see table 3.1.

## 3.7 Sample Techniques and Sample Size

Sampling is the process of selecting units (people, organizations) from accessible population to generalize results to the target population. A sample is, therefore, a subset of a population (Kothari, 2004). A total number of 384 working students informed the study (see table 3.1). The researcher used the data generated to generalise the findings to the whole population based on quantitative or qualitative inferences. A simple random sampling technique was done and a sample of 5 public universities out of the population of 22 was sampled. A simple random sampling technique is a part of sampling in research whereby samples all samples considered have an equal opportunity or probability of being chosen as part of sampling process (Creswell, 2009). To achieve this, the researcher prepared a list of all the public university in Kenya, then the universities that are established through institutional acts of Parliament under university act 12, (2012), which provides for the development of university education and accreditation were considered chosen. A total of 5 public universities were selected for the study, namely; Moi University (Nairobi Campus, University of Nairobi, Jomo Kenyatta University of Agriculture and Technology and Egerton University. Mugenda and Mugenda (2019) observe that 10% or more of a population may be adequate for a survey study.

In this study, the unit of analysis was the working-class students of selected Kenyan public universities. The study adopted stratified random sampling probability technique to select participants who were to fill in the questionnaire for quantitative data. Stratified sampling was used to categorize the working-class students according to the level of degrees they were studying at the time research. For example, undergraduate were 253, masters, 123 and 8 doctoral studies. The number of respondents from the selected public universities was; Nairobi university- 114; Jomo Kenyatta University of

Agriculture and Technology, 64; Moi University, (Nairobi Campus), 38; Kenyatta University, 70 and Egerton University, 22, all totaling to 384 respondents. According to Creswell (2014), stratified technique is advantageous as it samples each subpopulation (stratum) independently by grouping members of the population into relatively homogeneous subgroups before sampling. This improves the representativeness of the sample by reducing sampling error.

In determining the sample size, the study employed Newman (2011) formula:

$$n = \frac{N}{(1 + Ne^2)}$$

Where n= the desired sample size.

N= the population size

$$N = \frac{10080}{(1 + 10080 \ x \ 0.05^2)}$$

Using a margin of error of 5%, the sample size was 384 students. The margin of error (5%) implies that if the study was conducted 10 times, the data would be within a certain number of percentages point above or below the percentages reported in 95 of the 100 studied cases (Gusukuma, 2012). Therefore, a margin error of 5% indicates that confidence is high for the results generated.

**Table 3.1: Sample Size**

| University | Population | Percentage Sample | Sample size |
|---|---|---|---|
| University of Nairobi (UON) | 3750 | =3750/10080=37% | =37%*384=142 |
| Moi University(MU) | 1230 | =1230/10080=12% | =12%*384=47 |
| JKUAT | 2100 | =2100/10080=21% | =21%*384=80 |
| KU | 2300 | =2300/10080=23% | =23%*384=88 |
| EGERTON | 700 | =700/10080=7% | =7%*384=27 |
| **Total** | **10080** | :10080/10080= 100% | =100%*384=384 |

The sample stipulated in the table 3.1 is acceptable since according Borg (2007); a 10% sample is adequate for a descriptive study.

**Table 3.2: Selection of Participants**

| University | Minimum participants required | Distributed questionnaires | Collection after completion | Response rate in percentage (%) |
|---|---|---|---|---|
| (UON) | 114 | 143 | 88 | 61% |
| MU (Nairobi campus) | 38 | 47 | 30 | 63% |
| JKUAT | 64 | 80 | 50 | 62.5% |
| KU | 70 | 88 | 55 | 62.5% |
| EGERTON | 22 | 27 | 24 | 88.8% |
| **Total** | **307** | **384** | **247** | |
| **Average** | **80%** | | **64.3%** | |

Saunders *et al.,* (2009), stated that, 30% to 40% response is regarded adequate while Gall (2007) indicate that 50% of the participants are more preferred. The expected minimum response for this study was 80% while the actual average responses were 64.3 that disrupted the collection of the questionnaires that had been distributed. This response rate of 64.3 was recorded slightly below the 80% expected because of the transition of the December holiday to the participants. However, based on the assertions of the cited researchers, the response rate for this study therefore was adequate.

The researcher adopted a purposive sampling technique in order to sample the respondents of qualitative data. Purposive sampling starts with a purpose in mind and the sample is thus selected to includes people of interest and exclude those who do not suit the purpose. This technique was used to identify key informants among the working-class students who could provide their perceptions on the determinants of re-careering through interview guides. The criterion used to select the key participants was by determining whether they had ever re-careered or not. The researcher received information concerning those who had re-careered or not through the questionnaires that were earlier distributed and answered. Those who had re-careered once or twice

were considered fit to inform the study. A total of 15 participants who were part of the 384 respondents were sampled, but the researcher settled for 10 of them.

## 3.8 Data Collection Instruments

Chadran (2008) define data collection as the precise, systematic gathering of information relevant to the research sub-problems, using methods such as interviews, participant observations, focus groups discussion, and case histories through quantitative and qualitative primary data. In this study, the researcher utilized questionnaires and interviews to generate data.

### 3.8.1 Questionnaires for 384 Working – Class Students

To Max and Engle (1972) described a questionnaire consists of as a list of questions designed by a researcher for the purposes of generating information from a participant by filling in the appropriate place or writing down the responses. A total of 384 copies of questionnaires were distributed to the targeted population sample. The questionnaires addressed the research questions of the study. The student questionnaire contained both open-ended and close- ended questions. It was divided into six sections (see appendix 2) as follows:

Section one sought to gather demographic information concerning the participants of the study. Section two sought to gather information concerning the participant's career status and trajectory path. Sections three, four, five, and six all carried questions that sought to generate data concerning the participants' perception of the influence of academic performance, working conditions, personality disposition and social interaction and patterns on re-careering. Each item in section 3-6 of the students questionnaire (see Appendix 2) was measured using a Likert scale that ranges from "strongly disagree" =1 point to " strongly agree" =5 points (for positive items and the

negative items were" strongly disagree" = to " strongly agree" =1 point).The influence of academic performance, working conditions, personality dispositions and social interactions on re-careering among working-class students was assessed by obtaining a total score for the responses, with the highest score being 100 whereas the lowest possible score was 20.

### 3.8.2 Interview Schedules for Working-Class Students

As already outlined, questionnaires used in this study mainly contained closed-ended questions. Kothari (2004) shows that though questionnaires have many advantages such as time saving and wide coverage, the closed-ended questions limit the participants from expressing themselves freely. Therefore, the researcher found it convenient to use interviews on working-class students so as to capture in-depth information and views not covered by the questionnaire. A semi-structured interview guide was generated to establish the role of academic performance, working conditions, personality dispositions and social interactions on re-careering. The individual interview schedules were prepared and conducted face-to-face. The interview questions followed a specific pattern according to the research objectives but the researcher adjusted the mode of asking questions accordingly to suit each individual (see Appendix 3). During the interview, the researcher through the consent of the participants used a tape recorder to record the participant's responses and notes were carefully taken which facilitated the data analysis and eliminated any omission of information; something that enriched data received and its reliability. Face-face contact was carefully maintained so that the researcher could capture the non-verbal communication passed over by the participant.

### 3.8.3 Reliability of Tools

Cronbach's alpha was used to test reliability and was also applied for assessing the internal consistency of the tool. The SPSS version 21 was used to test the reliability

which helped in assessing the correlation between the responses to each question in the tool and the other questions in the same questionnaire. The results were all over 0.7 since for academic performance, it was 0.799 during piloting, and 0.855 in final results. Working conditions had 0.703 in piloting and 0.805 in final test. Personality disposition was 0.757 during piloting and 0.823. Social interaction had 0.758 and 0.825 in final result and was all satisfactory indicating satisfactory and fair reliability as shown in (chapter 4), Table 4.5.

### 3.8.4 Pilot Test

The researcher adopted the 30 participants approach recommendation in determining the pilot sample size (Babbie, 2010). 30 working students from selected Kenyan public universities that were not in the main study was conducted in the pilot test.

The 30 copies of questionnaires were coded and then processed using Statistical Package for Social Sciences (SPSS) version 21 to determine the Cronbach's correlation coefficient. The Cronbach's (2007) reliability test, using the Cronbach's alpha correlation coefficient was found useful. Feedback received from the participant was examined by the researcher and the supervisor. Based on that, appropriate adjustments were made, for instance, in section one, the education level of the participants started from the diploma level, but afterwards it was dropped to include degree, master and doctoral levels.

The researcher further carried out pilot to test the qualitative research tools through interview guides. The interview guides were administered to four working-class students who were not part of the actual sample of the study. The results showed that the interview guide had omitted the background information, for instance, a question

that inquired whether the participant had ever changed career, and, how many times. These questions were found important and later included in the interview guide.

Cronbach (1951) states that it is useful to use Cronbach's Alpha since the data is split into every possible way, then, correlation coefficient for each split is computed and the average of these coefficients considered, being the value equivalent to the Alpha. This was undertaken in this research. The instruments were found reliable since they were all over 0.7 for all variables. The results were 0.799 for academic performance, 0.703 for working conditions, 0.757 for the personality disposition and 0.758 for social interaction. This implied that the results for all the variables were within the required alpha.

**Table 3.3: Reliability of Research Tools**

| Variable | Cronbach Alpha | Number of Items |
|---|---|---|
| Re-careering | 0.754 | |
| Academic Performance | 0.799 | 9 |
| Working Conditions | 0.703 | 7 |
| Personality Disposition | 0.757 | 7 |
| Social Interaction and Patterns | 0.758 | 7 |

The findings of the study indicated that re-careering had a coefficient of 0.754, which is the average of the individual independent variables.

### 3.8.5 Validity Test

The term validity as used in research refers to the measure of appropriateness, usefulness and meaningfulness of any inferences a researcher draws based on data obtained through the use of an instrument (Creswell, 2009) According to Cohen and Manion (1994), validity refers to the extent to which an instrument measures what it purports to measure. The researcher validated the qualitative validity through the honesty of the participants, the depth of information needed, weight of the data and scope of the data achieved by the researcher as well as the participants approached.

Content validity was based on the extent to which a measurement reflected the results of the information of specific intended domain of content. The expert judgement technique (Gall, Gall, & Borg, 2007) was principally used to determine whether the items reflected the purpose of the study. According to Fraenkel and Willen (2000), content validity is used to determine validity in qualitative method, for example, the interview guide was subjected to expert judgement technique. The interview guide was subjected to expert review to ascertain validity and credibility before it was used (Creswell, 2014). Cooper and Schindler (2009) allude that quantitative research may contain a measure of standard error that is invisible and needs to be corrected. Evaluative validity (ability of the researcher to describe and understand data without being judgmental) was considered with an intention of maximizing the data validity. Interview guides and questionnaires were used to obtain data from selected universities. To enhance validity, two research assistants were briefed by the main researcher on how to carry out data collection procedure using interview guides and questionnaires.

In analysis of re-careering literature, the variables and parameters that were used to capture and measure achievability of the objective of this study and construct validity was determined. The KMO and Bartlett's (2002) test were applied with results of 0.882 which was above 0.5. This indicated that the data collected was acceptable and valid even for further analysis. Pretesting of the instrument was done to assist in evaluation of content validity. The purpose was to establish the reliability of the instruments and validity of the study questions. Any deviation established was addressed by rectifying the error and validity ascertained.

### 3.8.6 Reliability Test

Cronbach's alpha was used to test reliability and was also applied for assessing the internal consistency of the tool. The SPSS version 21 was used to test the reliability

which helped in assessing the correlation between the responses to each question in the tool and the other questions in the same questionnaire. The results were all over 0.7 since for academic performance, it was 0.799 during piloting, and 0.855 in final results. Working conditions had 0.703 in piloting and 0.805 in final test. Personality disposition was 0.757 during piloting and 0.823. Social interaction had 0.758 and 0.825 in final result and was all satisfactory indicating satisfactory and fair reliability as shown in table 3.3.

There were various types of the questions in the study including Likert scale type. A Likert scale is a psychometric scale commonly involved in research that employs questionnaires. It is the most widely used approach to scaling responses in survey research, because it gives space for the research to capture a wide range of responses by asking questions (Silverman, 1994). The questions were then subjected to test aimed at determining their reliability even before they were used in the data analysis. Cronbach's alpha coefficient was established to test internal consistency through calculation of all the questions concerned for the pilot study and the findings tabulated in Table 3.3.

## 3.9 Data Collection Procedure

The researcher applied and obtained research permission from Moi University through the School of Education The researcher further applied and received permission to proceed with the research from National Council for Science and Technology (Appendix 4). Likewise, the researcher sought for research permit from the Ministry of Education through the National Commission for Science and Innovation (NACOSTI), (Appendix 5). A letter of introduction to campus and permission to collect data in the selected universities was provided (Appendix 6). The researcher then visited the sampled campuses to distribute the questionnaires as planned. The participants were

given adequate time to go through and fill the questionnaires (Appendix 2) before collection. The exercise of carrying out the distribution and collecting the questionnaires took a period of four weeks. After collection of the quantitative data was completed, the researcher embarked on conducting the interviews. The researcher used semi-structured individual interviews (Appendix 3). Interviews were conducted in two phases (first phase from November – December 2015 and phase two from January – February 2016; Table 3.5). The researcher began the interview appointments in mid-November 2015 – March 2016. The research interview procedure was disrupted shortly because of the December holidays, but resumed shortly after the New Year commenced.

In the course of conducting the interviews, extra measures were taken to inform the participants of the purpose of interviews. The researcher also spent more time with the participants to create rapport by allowing them to share openly. The researcher explained the concept of re-careering determinants, such that participants had a clear picture of the overall purpose of the interviews. The researcher used the interview question guides (Appendix 3) while allowing the participants to freely bring in their input. As a result, the researcher was able to generate in-depth information that greatly enriched the study (see Appendix 8).

## 3.10 Data Analysis and Procedure

This being a mixed method research study, both quantitative and qualitative procedures were employed in data analysis accordingly. According to Gusukuma (2012), data analysis is the process of bringing order, structure and interpretation to the mass of collected data. Since the researcher adopted a mixed method of research, both the qualitative and quantitative analysis of data was carried out.

### 3.10.1 Quantitative Data Analysis

In case of the quantitative data, a Likert type scale having ranges from 1 up to 5 was applied where 5 represented strongly agreed while 1 strongly disagreed. The editing of the data was done by checking the questionnaires that were completed. Editing of the data assisted in detecting errors and omissions and indicating where correction was necessary. As such, the maximum data quality standard was attained and in addition, it ensured data accuracy, hence, uniformity of data entry was achieved. The tools and data were also arranged according to their application and numbered to make it easier for their identification.

According to Sekaran (2010), after the editing was done, the variables in the study should then be defined, labelled, after which the numbers are assigned to every possible response. After undertaking all the activities related to data preparation and checking, the data were input in the SPSS version 21 for the analysis process to commence. During analysis, biographic information that included, gender, age, department and working experience was profiled and descriptive statistics for attributes of each objective under study were provided for each category. The results were presented in form of tables and charts. Chi-square statistical tool was used to test the stated hypothesis for each objective under study.

**Chi-square Analysis**

Chi-square statistical tool was used to test the hypothesis concerning several variables. The aim was to establish whether or not the variables were related. The decision to employ the Chi-square test in the study was influenced by the following factors:

    i.   The chi-square like any other non-parametric techniques does not depend on the assumption of a normally distributed parent population. This gives it advantage

over parametric statistics like t-test which requires that the sample on which the test is to be based be drawn from a normally distributed population.

ii. The chi-square test can be applied in situations where data to be analysed consists of merely ranks. Unlike most parametric statistics which require that the data for analysis consist of levels of measurements such as weight, length, and distance, Chi-squares test would only require frequency counts drawn from ordinal or nominal data. This makes it the more relevant statistical technique in studying the relationship between non-quantifiable or non-measureable variables as is the case of the present study.

Chi-square test has been preferred for the purpose of testing the goodness of fit so as to decide whether there exists a relationship or difference between observed value and expected value. The rule of thumb in chi-square is that if either the expected value in a variable is less than .5 or more than 20% of the expected values in variables less than 5, then chi-square should not and usually be not computed.

The formula for chi-square is expressed as:

$$X_c^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Where $X_c^2$ = chi-square test for independence or value.

O = the observed value of two nominal variables in each cell.

Ei = expected value of two nominal in each cell

iii. Chi-square was found to be more advantageous as a non-parametric test in the sense that it is easier to calculate and to interpret data. It can be used on nominal or ordinal data as earlier noted. Like in the current study, there is a question that requires the bio data of participants. The answer to this question generates

nominal data. Likewise, this study employed the use of likert scale measurement with questions that help generate data that are ordinal and hence chi-square was found to be suitable for analysis by the researcher.

**Degree of Freedom**

The number of degrees of freedom is interpreted as the number of information generated by a sample of a given size with respect to estimation of the total population (Max, & Hark, 1972). Degrees of freedom (df) is derived from (r-1) (c-1), where r=rows, and c=columns. That is:

$$Df = (R - 1)(C - 1)$$

Where,

| | | |
|---|---|---|
| dF | = | degree of freedom |
| R | = | number of rows |
| C | = | number of columns |

Chi–square test of independence was computed and compared to a critical value indicated as p-value. The critical value for the chi-square was determined by the level of significance (typically 0.05) and the degrees of freedom. The chi-square of independence was used in this study to determine whether there was significant statistical relationship or difference as expressed in the hypotheses:

$H_{01}$: There is no significant relationship between perceived academic performance and re-careering among working students in Kenyan public universities.

$H_{02}$: There is no significant relationship between perceived working conditions and re-careering among working students in Kenyan public universities.

**H₀₃**: There is no significant relationship between perceived personality dispositions on re-careering among working students in Kenyan public universities.

**H₀₄**: There is no significant relationship between perceived social interactions and re-careering among working students in selected Kenyan public universities.

**Interpretation of Chi-square Statistical Analysis**

If the observed frequencies are closely related to the corresponding expected frequencies, the Chi-square ($x^2$) value will be small, indicating a good fit of goodness. If the observed frequencies differ considerably from the expected frequencies, the chi-square ($x^2$) will be large and therefore a poor fit. A good fit leads to the acceptance of null hypotheses whereas a poor fit leads to rejection of the hypotheses. The critical region therefore falls in the right tail of the chi-square distribution. For a level of significance equal to α, we find a critical value of $x^2\alpha$ from a table. If the computed chi-square was more than the critical chi-square ($x^2\alpha$), then, the null hypotheses is rejected and concluded that there was significant statistical relationship. If the computed chi-square was less than the critical chi-square ($x^2\alpha$), then, the null hypotheses are accepted and concluded that that there was no significant relationship.

The null hypotheses are rejected or accepted at = 0.05 level of significance in this study. The significance level is expressed by p-value as the calculated probability that one calculates in a given study. Small p-value (typically ≤0.05) indicating strong evidence against the null hypotheses, so you reject the null hypotheses, large p-value (70.005) indicates weak evidence against the null hypotheses, so you accept the null hypotheses that there was no significant relationship among the computed analysis (Youngman, 1979). The null hypotheses (see chapter one, p.8) were tested using chi-square statistic and results were presented in Chapter Four.

However, chi-square test has a limitation, in that whilst it enables a researcher to establish whether a significance of association exists, it does not establish the strength of the relationship. This shortcoming was overcome by supplementing a two-way table (also known as Contingency Table (Young, 2010). The contingency tables are a type of table in a matrix format that displays the frequency distribution of the variables. Contingency tables (see chapter 4), are useful in the analysis of categorical data with more than one variable and on the basis of data observed (Creswell, 2007). In this study, I constructed a contingency table by listing the levels of one variable as rows and columns, then finding the joint or cell frequency for each cell. The cell frequency was then summed for both rows and columns. A total of the frequency was provided.

The researcher adopted contingency table model because it allows the reader to see at a glance the proportion of participants whose response has been observed and especially when the proportions are not identical. The significance in difference can then be assessed by running a chi-square statistical tool as was done in this study. If the proportions of individuals in the different columns vary significantly between rows (or vice versa), it is said that there is a contingency between the two variables. In other words, the two variables are not independent. If there is no contingency, it is said that the two variables are independent. Likewise, a Kurtosis statistical measure was done to describe the distribution. Kurtosis is a measure that determines whether the data are heavy-tailed or light-tailed relative to a normal distribution (Lincoln, 1995). This means that data with high Kurtosis tend to have heavy tails, or outliers, while data with low Kurtosis tend to have light tails. Kurtosis was negative for all sub variables, which indicates that distribution has lighter tails and a flatter peak than normal distribution

To summarize the quantitative data analysis, the researcher found it necessary to provide a table containing the objectives, variables; type of analysis operationalization,

definition, measurement and measuring scale plus the hypothesized direction (see Appendix 8).

### 3.10.2 Qualitative Data Analysis

In this study, the researcher also collected qualitative data through interviews of working-class students on the determinants of re-careering. Qualitative data were analysed thematically as explained in the following section 3.10.3.

### 3.10.3 Thematic Analysis

Thematic Analysis is a method of identifying patterns (themes) within data (Braun & Clarke, 2006). This is done through coding. In coding, the transcripts are used to generate the units of meaning by putting some text in brackets and a word (unit of measuring) along the margins (Creswell, 2014). The units of meanings are further grouped into categories which are then used to generate themes (Creswell, 2014). The steps of thematic analysis proposed by Braun and Clarke (2006) and Creswell (2009) were considered in this study. The researcher began by carrying out a vigorous review of the transcripts so as to familiarize with the data received. The generated data from the interviews were in form of audio recording. The researcher listened to the responses and transcribed them manually (see Appendix ix). The transcribing process enabled the researcher to capture the feelings of the participants and to develop meaningful units from the data.

The researcher's remarks were written on the galleys of the written transcripts. The written units of meanings formed the basis of developing categories which were further applied to generate themes (see Appendix X). The generated themes were presented for discussion in chapter 4. The process is shown in figure 3.2 below.

```
┌─────────────────────────────────────────────────┐
│              Organizing the data                │
│           (Verbatim transcription)              │
└─────────────────────────────────────────────────┘
                        ↓
┌─────────────────────────────────────────────────┐
│          Familiarization with the data          │
│  (Reading the transcript and captions several times) │
└─────────────────────────────────────────────────┘
                        ↓
┌─────────────────────────────────────────────────┐
│                Units of meaning                 │
│  Generated from verbatim transcripts and the captions │
└─────────────────────────────────────────────────┘
                        ↓
┌─────────────────────────────────────────────────┐
│                  Categories                     │
│        (Generated from the units of meaning)    │
└─────────────────────────────────────────────────┘
                        ↓
┌─────────────────────────────────────────────────┐
│                    Themes                       │
│           (Drawn from the categories)           │
└─────────────────────────────────────────────────┘
                        ↓
┌─────────────────────────────────────────────────┐
│              Reviewing the themes               │
└─────────────────────────────────────────────────┘
                        ↓
┌─────────────────────────────────────────────────┐
│            Discussion of the findings           │
└─────────────────────────────────────────────────┘
```
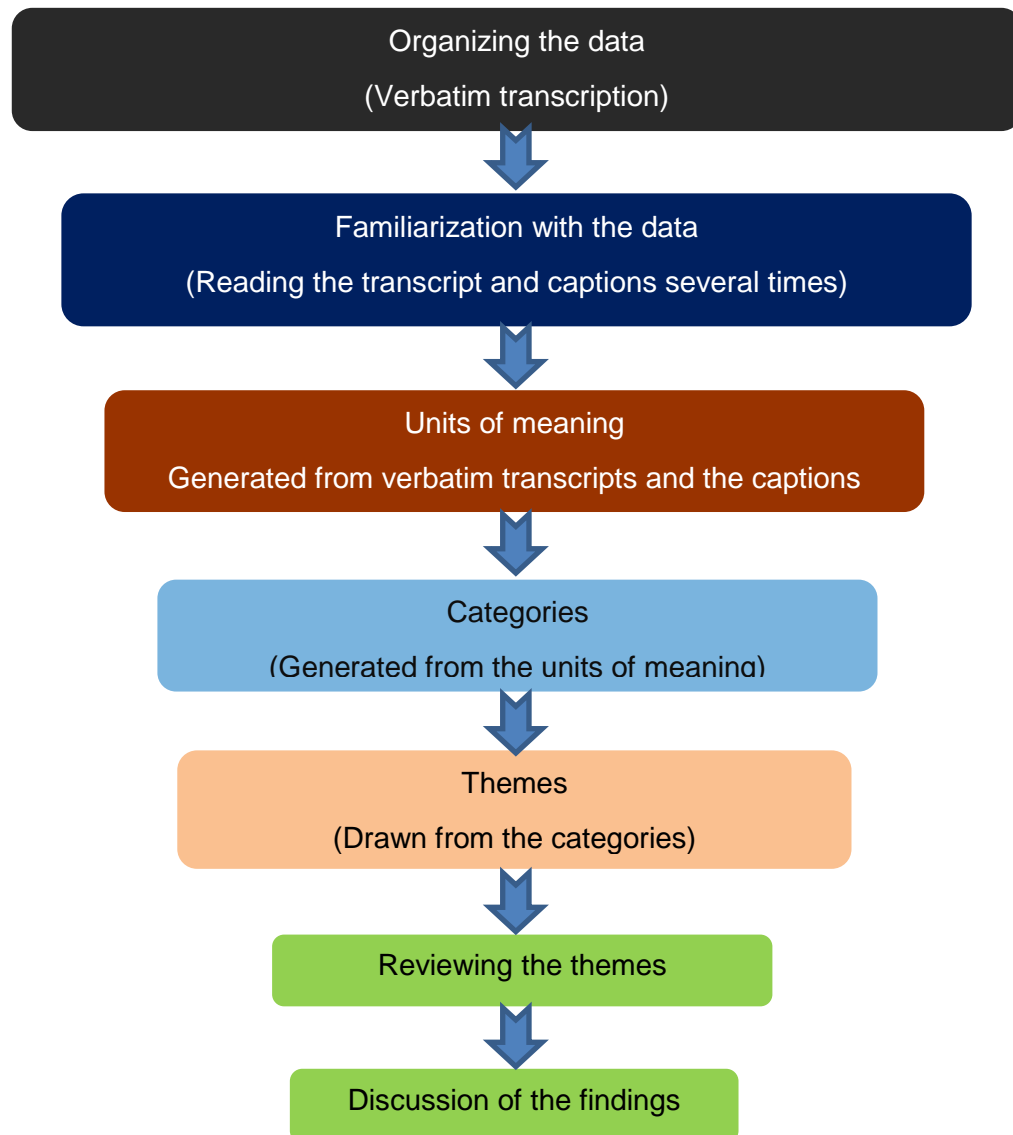
**Figure 3.1: Steps Followed During the Data Analysis**

**3.10.3.1 Strengths and Limitations of Thematic Analysis**

The strength of the thematic analysis is that it allows themes to be drawn out of the data, hence making findings concrete and tangible (Greg, 2012). Thematic analysis also has the potential to provide a rich description of phenomena from the data generated (Braun & Clarke 2006). Thematic analysis is highly related to phenomenological study. This means that it focuses on the human experience subjectively (Pitney & Parker, 2009). Phenomenological approach also emphasizes on participant's perception, feelings and experiences as the paramount object of a particular study (Braun & Clarke,

2006). This means that participants are allowed to discuss the topic in their own words. Giving voice to the participants is a key component in qualitative study. However, the liberalized aspect of thematic analysis process can give a researcher difficulty in choosing the aspect of data to concentrate on; a limitation that the researcher sought to neutralize by concentrating on the research questions at hand (Greg, 2012).

## 3.11 Ethical Considerations

### 3.11.1 Informed Consent

The code of ethics adopted by the American Psychological Association (APA, 1995) instructs researchers to protect their participants from mental and physical harm. The participant's best interests need to be kept foremost by the researcher. APA guidelines include the requirement of informed consent. Informed consent means that all participants must know what their participation will involve and any risk that might develop (Creswell, 2009). In this study, the researcher undertook the task of contacting and sending research information through email. Participants were supposed to go through it and sign below in the spaces provided, to show that they had complied with the research procedure and requirements

### 3.11.2 Confidentiality and Privacy

According to American Educational Research Association (AERA, 2000), confidentiality means keeping all data gathered from a participant completely confidential and when possible, completely anonymous. For confidentiality purposes, participants were asked not to write their names in the questionnaires. Where names were required, the researcher used pseudo-names for the sake of confidentiality. Also, as recommended by British Educational Research Association (BERA, 2004), I provided anonymity by ensuring that the identity of any party involved during the research is not discernible to any other party. In this study, though the names of the

university sample were neither mentioned during the data collection, nor during recording and data analysis, they remained anonymous. The participants were given full information concerning the purpose of the research, and they were assured that the information would only be used for academic purposes. Consent to continue participating was given without any kind of coercion.

### 3.11.3 Debriefing

Another ethical consideration of researchers is debriefing. Debriefing consists of informing participants of the purpose and methods used in a study after the study has been completed (Jwang, 2010). It also involves a formal discussion between researcher and participants whereby key elements of the study are discussed. In this study, the researcher held a brief discussion with the participants to discuss the above mentioned areas. This discussion proved to be a valuable tool for a positive participant–researcher relation, participant feedback and education.

### 3.12 Summary

In this chapter, the study methodology has been discussed. The area of the study has been outlined. The research philosophical paradigm has been elaborated with the ultimate adoption of a positivist approach for this study. A detailed account about the research method which is mixed research method (quantitative and qualitative) approach has been discussed. The advantages of using the descriptive casual explanatory design have been discussed. The research instruments used for the collection of data has been provided. Details of sample population, sampling procedures, piloting test and results, reliability and validity of the instruments were addressed. Finally, the chapter explained the data analysis techniques and research ethics that the researcher adhered to according to AERA (2000), and BERA (2004).

**CHAPTER FOUR**

**DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

**4.0 Overview**

This chapter comprises data presentation, analysis of the findings and interpretation of the data received after administering the research instruments. The data received are analysed in a formalized manner; participants' demographic information; restatement of research objectives; consequently, presentation and analysis of quantitative and qualitative data follows.

**4.1 Response Rate of Participants**

The number of questionnaires copies that were administered was 384. A total of 340 questionnaires were appropriately filled and returned. Only 44 were not returned. The response rate is as presented in Table 4.1.

**Table 4.1: Response Rate**

| Response Rate | Frequency | Percent |
|---|---|---|
| Returned | 340 | 88.54% |
| Unreturned | 44 | 35.70% |
| Total | 384 | 100% |

This represented an overall successful response rate of 88.54% as shown on Table 4.1. This agrees with Kothari (2004) that a response rate of 50% or more is adequate for a descriptive study. Babbie (2010) also asserted that return rates of 50% or above are acceptable to analyse and publish, 60% is good and 70% is very good. Based on these assertions, this study's rate of 88.54% was considered as adequate data for the study.

**4.2 Demographic Characteristics of Participants**

This section analyses the demographic characteristics of the participants who participated in the study. This section presents the descriptions of Gender, Age bracket, Educational background and marital status of the participants.

**4.2.1 Gender of the Participants**

The study sought to establish the gender characteristics of the participants. The results are as presented in Figure 4.1.
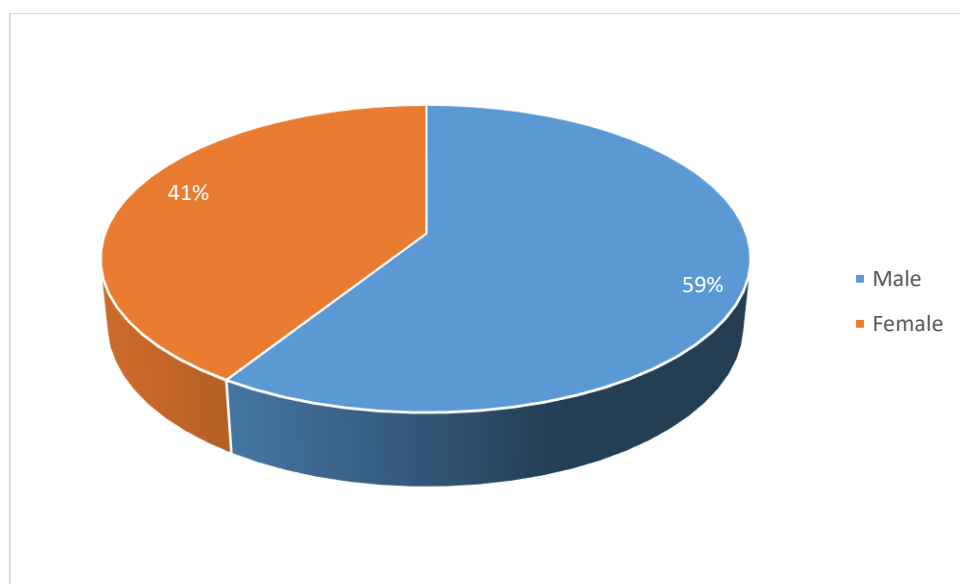


**Figure 4.1: Gender of the participants**

The results indicated that 59% of the participants were males while 41% of the participants were females in the study. The reason of having more male than female participants in the study could be that more male would prefer careers that are more rewarding in short run and they tend to become dissatisfied easily than women. This implies that tendency to have gender imbalance in work places develops when the initial set up of people's career or the course allocations become distorted. Likewise, males it has been observed that men tend to be more influenced in their decision to re-career than women. This is because men take the responsibility to provide for their families in

a deeper manner. Parrado and Wolff (2007) asserts that males change their career more frequently than females and are more likely to report their intentions to change careers (Suzuki, 2015). In contrast, other studies have reported that women's career decisions remain more complex than men's because of their multiple family and work related roles.

Findings from Hakim (2008) on women's careers in the UK and the US suggest that women mostly exhibit adaptive careers which are less demanding in terms of time and energy while men, according to Huang (2007), Mainiero and Sullivan (2005) tend to have more linear, traditional career patterns placing more emphasis on monetary rewards and promotion. Nonetheless, other studies have found no gender differences in intentions to change careers (Carless & Bernath, 2007; Becton, Walker, & Jones-Farner, 2014).

### 4.2.2 Age Bracket of the Participants

The study also sought to establish the age bracket of the participants. The findings are presented in Figure 4.2.
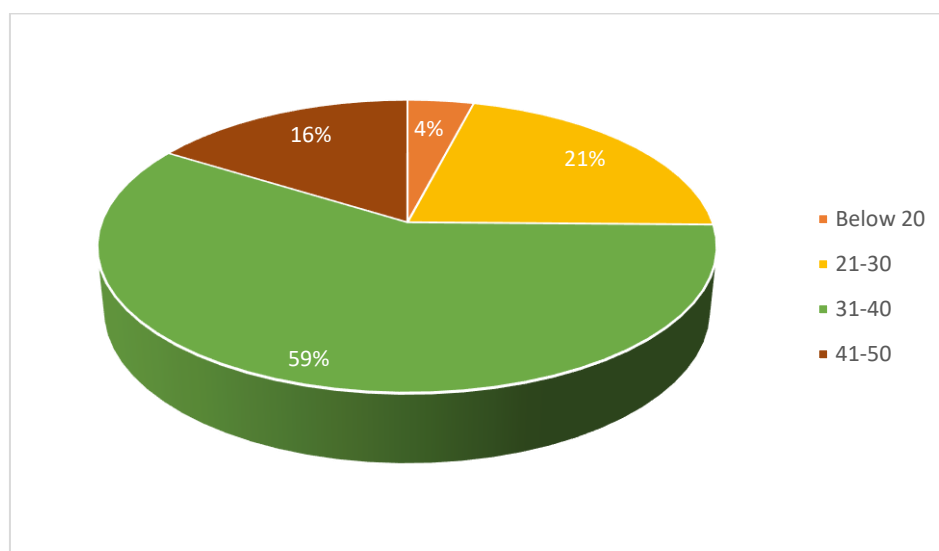


**Figure 4.2: Age Bracket of the Participants**

The results indicated that majority, 59%, of the participants were in the age bracket of between 31 to 40 years; 21% were in the age bracket of 21-30 years; 16% were in the age bracket between 41-50 years while only 4% of the participants were below the age of 20 years. The probability of having majority in the age bracket of 31 to 40 years might be because these are formative years of career development and many people are still unsettled in regard to which career is more satisfying since at that age many people have a tendency to seek for a way up and out of different careers (Super, 1980). These results collaborate with literature which says that as individuals get older, they become less likely to change careers and that most career changers do change their occupations whilst under the age of 40 years. Younger people are less likely to have made substantial investments to entrench themselves in a particular occupation compared to older people. More often than not, younger people are characterised by more flexible living and working adjustments which increase their re-careering disposition (Carless & Arnup, 2011). However, since the current study focuses on determinants of re-careering, age of the gender has not been captured as a determinant in the study.

Studies have been conducted to link age to re-careering. A meta-analysis by Ng, Eby, Sorensen and Feldman (2005) found age to be negatively related to career transition. As individuals age, they become less likely to change careers (Parrado, Caner & Wolff, 2007). For instance, Chudzikowski (2012) found that the group of workers who most often changed careers was between 30-41 years of age. The explanation is that younger people have not accumulated general and, or specific human capital in their occupation in contrast to older people who are more likely to have substantial investments. Younger people are also more likely to be more flexible in their living and working arrangements, compared to older individuals. In contrast, younger people below 20 years were not enthusiastic about re-careering, with only about 4% representation in the

current study. This is because at the age of 20 years and below, the young person is still navigating the career to undertake. Others at that age have just entered their careers and are in the process of building their skills and orienting themselves (Super, 1980).

### 4.2.3 The Educational Background of Participants

The study also sought to establish the educational background of the participants. The results are as presented in Figure 4.3.
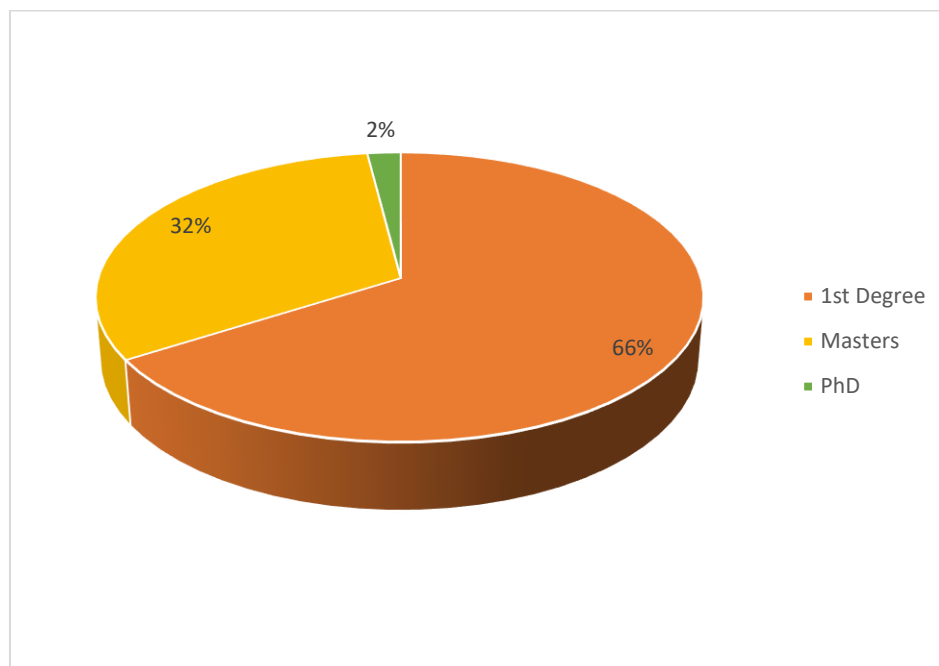


**Figure 4.3: Educational Background of the Participants**

The majority of the participants had a first degree as represented by a percentage of 66%. The second largest group of participants had masters at 32% while the minority, 2% of the participants, had a Ph.D. degree. The implication of the largest group having a first degree could mean that this group is still on transition and may not yet be settled in life and in career matters to be more precise. Therefore, their determination of which career path to follow is not yet established. The researcher's view is that the 66% participants who had a first degree may find re-careering easy to undertake in life. At masters' level, people have somehow started to settle in their areas of specialization,

thus they may not value re-careering much. At Ph.D. level, people have fully decided on the career path, thus minimal need for re-careering. The need at Ph.D. level may be geared toward more mastery and expertise in a certain field that may ultimately lead towards consultancy and freelance work. Furthermore, at Ph.D. level the admissions to university are still minimal given the cost involved in furthering the education at that level.

### 4.2.4 Marital status

The study also sought to establish the marital status of the participants. The results are as presented in Figure 4.4.
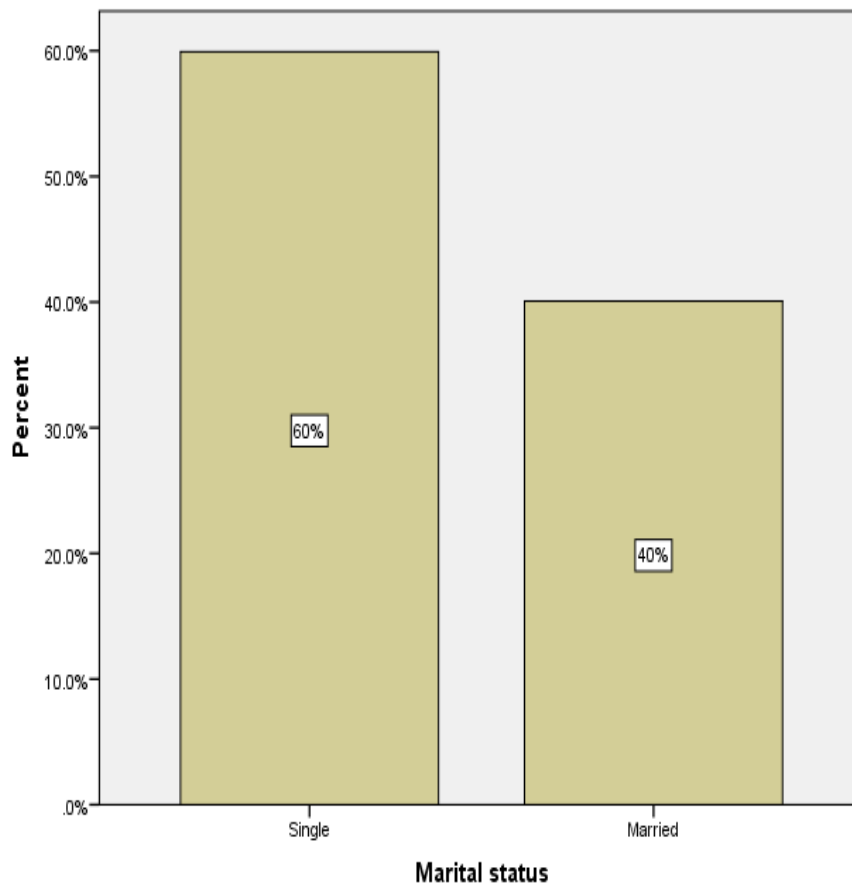


**Figure 4.4: Marital Status of the Participants**

The study findings indicated that majority, 60%, of the participants were single while 40% were married, implying that married people are constrained to re-careering, because they have less time for class work and also have more responsibilities than single people (Ebyan, 2011; Gachohi, 2015). This to the researcher implies that many married people may be willing to re-career but it is only few who (40%) manage due to other family commitments. Single people are perceived to be more focused and responsible and easy to adjust to a working environment than married people (Twenge *et al.,* 2010), while married people are seen to be less committed and therefore might be discriminated against in employment decisions (Hinkin & Tracey, 2008). Other study findings have indicated that single people are more likely to consider taking evening classes in an attempt to further their education because they have fewer obligations outside of work (Daniel & Volmer, 2008). This might lead people to favour singles in employment decisions.

Studies have been conducted to link marital status to re-careering. Some studies have shown that married women switch to careers that have flexible hours to accommodate family, community, and career concerns. For instance, (Carless & Arnup, 2011) found that a large percentage of married women move into professions that allowed them time to fulfil their female role. For instance, Carless and Arnup (2011), findings indicate that most married women prefer professions that enabled them to fulfil their female roles at home. This may explain why more single people change their careers. Singles have fewer family commitments, are flexible and more find it easier to relocate for job change (Jadhar, Holisinger & Fardo, 2015).

On the contrary, a number of studies have found that marital status has no impact on intentions to change careers (Carless & Bernath, 2007; Biemann & Fieldman, 2012). Though re-careering is mainly inclined for single persons (Weiss, 2011) to some extent

the researcher is also of the view that married people have also been involved in re-careering because of flexibility of studying hours, and their growing need to enrich their career growth trajectories.

## 4.3 Re-careering among the Participants

The purpose of this study was to establish the determinants of re-careering among working class students in selected Kenyan public universities. The study started by first establishing the percentage of the participants who have re-careered. From the analysis, it was observed that majority of the participants with 60.3 % had re-careered, while 39.7% had not re-careered at any time in their career paths as indicated in table 4.2.

**Table 4.2: Participants who had Re-careered**

|       |       | Percent | Cumulative percent |
|-------|-------|---------|--------------------|
| Valid | Yes   | 60.3    | 60.3               |
|       | No    | 39.7    | 100.0              |
|       | Total | 100.0   |                    |

The study went further to establish the number of frequency of re-careering among the persons who indicated to have re-careered. The study noted that majority of the participants (60.3%) had re-careered once; while 39.7% of the participants stated that they had not re-careered in their career history. However, in combination, the study participants who had re-careered and others who had not re-careered at all as evidenced in the table 4.3.

**Table 4.3: Frequency of Re-careering**

|       |        | Percent | Cumulative percent |
|-------|--------|---------|--------------------|
| Valid | Thrice | 58.1    | 58.1               |
|       | Twice  | 38.5    | 96.6               |
|       | Once   | 3.8     | 100.00             |

To establish the chances of re-careering, the study required to participants to indicate their opinion on re-careering. The questions assessed participant's projections on re-careering. The results are in table 4.3 which shows that majority of participants who were 58.1% stated that they had re-careered thrice, 38.5% indicated to have re-careered twice. Only 3.4% stated they had re-careered once.

**Table 4.4: Participants Future Prospects of Re-careering**

|  | N | N | Mean | Std. Error | Std. Deviation | Kurtosis | Std. Error |
|---|---|---|---|---|---|---|---|
|  | Statistic |  | Statistic | Error | Statistic | Statistic | Error |
| If I have an opportunity, I would change my career in the future | 384 | 340 | 3.0000 | .07120 | 1.11894 | -1.134 | .309 |
| I believe re-careering is beneficial to an individual | 384 | 340 | 2.9433 | .07450 | 1.17079 | -.786 | .309 |
| Changing career is part of individual's growth | 384 | 340 | 3.1134 | .07854 | 1.23438 | -1.286 | .309 |
| Those who change career have a focused future path | 384 | 340 | 2.9555 | .07595 | 1.19367 | -.822 | .309 |
| Valid N (listwise) | 384 |  |  |  |  |  |  |

From table 4.4, the mean score from all the parameters was greater than half. A Kurtosis statistical measure was done to describe the distribution. Kurtosis is a measure that determines whether the data are heavy-tailed or light-tailed relative to a normal distribution (Lincoln, 1995). This means that data with high Kurtosis tend to have heavy tails, or outliers, while data with low Kurtosis tend to have light tails. Kurtosis was negative for all sub variables, which indicates that distribution has lighter tails and a flatter peak than normal distribution.

In this study, negative Kurtosis measure was realized indicating that majority had prospects of re-careering in the future. The purpose of the study was to establish

whether the independent variables had any effect on the dependent variables, that is, the probability that they influence the responsive variable. In this case, the responsive variable was either the person will re-career or not. This necessitated coding of the responsive variable as 1, or else, 0. To achieve this, the scores from those who had prospects to re-career and those who had re-careered were summed up where the maximum score was 26 and a minimum of 5.

Due to the fact that this study was not establishing those who may re-career or not, the data was transformed using SPSS (version 21) It was found that those who wished to re-career were more than half of the scores (13) was coded 1, else 0. This generated binary data that was continuous. Therefore, from the evidence given in Table 4.4., it can be said that participant felt they had an obligation to re-career if proper planning was done. Changing career to them was part of career growth and majority felt that changing career showed that an individual had a focused future path. Therefore, the researcher chose to use Chi-square as the statistical data analysis tool, in order, to test the four variables of the study.

## 4.4 Descriptive Analysis of the Study Objectives

The purpose of the study was to establish the determinants of re-careering among working- class students in selected Kenyan public universities. In order to establish the relationship between re-careering and academic performance, working conditions, personality dispositions and social interactions, the researcher analysed the determinants of re-careering among working class students by asking the participants to state the occurrence of re-careering in their respective public universities. The question was any effect (influence) of determinants of re-careering variables considered in this study that are operationalized on the frequency of re-careering. This was by indicating 'yes' if there is effect, and 'no' if there is no effect.

The facets of the determinants analysed were, the academic performance, working conditions, personality disposition, social interaction patterns and their effect on the re-careering among working-class students in selected Kenyan public universities. The participants were supposed to indicate the determinants of re-careering in their working lives profile. Overall, the participants indicated that there was an effect on re-careering based on the determinants that represents the independent variables which are academic performance, working conditions, personality disposition and social interaction.

The study findings are presented in Table 4.5. 88% of the participants stated that academic performance affects re-careering since with high qualifications, there is flexibility of people choosing various careers. In Table 4.5, there is an indication that 78% of the participants indicated that working conditions affect re-careering because when workers become dissatisfied with the working environment, they think of changing career with anticipation of better working conditions such as leave days, healthy working environment, terms and conditions of work. This is because if working conditions improve in the organization, the workers feel satisfied and like their careers, therefore there is a likelihood of developing ownership and staying on

The participants expressed working conditions influence workers' stability in a certain career. Further, organizational role dynamics, and employer-employee relationship have direct impact on a worker's wellbeing. From this study, it is evident that workers' conflicts, overloaded programmes, unrealistic work performance and high expectations have direct effect on workers' stability. The participants constituting 84% indicated that being aware of your personal traits (disposition) as you work can trigger re-careering to a greater extent since it improves the ego and self-esteem of a person; hence the need to look for greener pastures is boosted. Studies show that a person's sense of wellbeing and self-efficacy can enhance the need to explore the unknown, which can lead to career

exploration. The study revealed that 77% of the participants indicated social interactions. Patterns influence re-careering to a great extent since people are developing their own connections related to the world of work.

Stenfield and Whitten (2009) findings support the findings of this study by asserting that those social platforms in working settings are widely used by workers to communicate with those they know who can inform them more on upcoming career matters. Similar findings by Beauregart (2009) indicated that increased career websites and collaborations through social network can stimulate workers to acquire knowledge between individuals with a common interest to re-career. Likewise, Gitonga's (2011) study findings on the role of agents in socialization revealed that peer and parental pressure played a key role among young people decision to re-career. The current study established that social interactions influence individual's decision to re-career. This is especially so through social network, career websites and parental and peer influence.

**Table 4.5: Determinants of Re-careering among Working Class Students in Selected Kenyan Public Universities**

|  | Yes | No | Total |
|---|---|---|---|
|  | % | % | % |
| Academic performance | 88 | 12 | 100 |
| Working conditions | 78 | 22 | 100 |
| Personality disposition | 84 | 16 | 100 |
| Social interaction and patterns | 77 | 23 | 100 |
| Total |  |  |  |

### 4.4.1 Chi-square Analysis of Determinants of Re-careering

The Chi-square goodness of fit test was used to determine whether the observed sample frequencies differ significantly from expected frequencies specified in the null hypothesis.

In this study, the Chi-Square test for independence was used to establish whether there is a relationship between the two categorical variables, that is, education qualification, working conditions, personal disposition, and social interactions and the re-careering among working class returning students in public universities. The chi-square statistic was given as 1.110 with a p-value of 0.015 (see table 4.6). Since the p-value is less than 0.05, it was concluded that there was statistically significant relationship between the two categorical variables which are dependent and independent variables.

**Table 4.6: Determinants of re-careering (education performance, working conditions, personality disposition, social interaction and re-careering (Chi-Square Tests)**

|  | Value | Df | Asymp.sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 1.110 | 3 | .015 |
| Likelihood Ratio | 1.173 | 3 | .758 |
| Linear-by-Linear Association | .070 | 1 | .791 |
| N of Valid Cases | 340 |  |  |

**Results of the Null Hypothesis**

**Hypothesis Testing: $H_0$**; There is no significant relationship between determinants of re-careering (Academic qualification, working conditions, personal disposition, social interaction and patterns) and re-careering among working students in public universities in Kenya).

The findings of the study established that academic qualification, working conditions, personal disposition and social interaction had significant association with re-careering among working students in public universities in Kenya. The academic qualification has a relationship with re-careering with p-value of 0.0291 ($< 0.05$), working conditions also is found to have relationship with re-careering with a p-value of 0.0179($<0.05$), personality disposition also had association with the re-careering with a p-value of

0.021(<0.05) social interaction and patterns also has a relation with re-careering with a p-value 0.003(<0.05), (see Table 4.7). All the variables have the relationship with the re-careering since all of them have a p-value of less than 0.05 which signifies a very minimal level of error in the findings. This implies that the level of confidence at which the researcher states that there is a relationship is more than 95% since the error (level of significance is less than 0.05 in the above variables studied).

Based on the findings from the hypothesis testing, the findings indicate that all the variables in the study are statistically significant since their p-value were less than 0.05 which is a significance level. They show that there is relationship between the determinants of the re-careering represented by academic qualification, working conditions, personal disposition, and social interactions and re-careering among working students in public universities in Kenya. This made the researcher to reject the null hypothesis that indicated that there is no significant relationship between independent variable and dependent variable.

This means that when people improve their academic performance in terms of advanced learning and training, this boosts their confidence to move out and look for other greener pastures. Likewise, the findings evidence that when the working environment is not conducive, working students tended to re career in search of more conducive places. The statics findings for personality disposition evidence that when participant discover their favourable traits, they tend to shift to working places that may engage their potential in more active manner. The study findings also reveal that most participants were influenced by their peers through social and career platforms which led them to think of re-careering. Patton and Creed (2010) findings support the argument of a positive relationship between increased academic performance and career change. Similar findings by Latzke, Bruce and Schiffinger (2012) indicate that

people with higher levels of education accumulate skills and expertise and experience which increase the likelihood of getting alternative ways of working, hence the desire to re-career.

Lewis and Thomas (2009) findings indicate congruence with the findings of this study by indicating that low earnings, unhealthy working relationships and unrealistic working expectations and workload triggered the need to re-career among workers. Studies by Zacher, Biemann and Gielnick (2012) found that individuals who are able to discover their personality traits early enough are at an advantage in the world of work. Woods, Lievens, DeFruytt and Willie (2013) findings agree that people often reconsider their capabilities in order to match with their current work. This according to Super, (1980) is a process of career development that continues over ones' life's span.

**4.5 Analysis of the (Four) Specific Objectives of the Study**

After analysing the general objective of the study, the researcher proceeded to analyse data from the independent variables in the order of four specific objectives in this study. These objectives are;

(i)     To establish the extent into which academic performance and skills acquisition influences re-careering among working students in selected Kenyan public universities. To determine the extent into which working conditions and re-careering among working students in selected Kenyan public universities.

(ii)    To investigate the extent to which personality disposition influences re-careering among working students in selected Kenyan public universities.

(iii)   To establish social interactions, influence re-careering among working students in selected Kenyan public universities.

Descriptive statistics and frequency tabulations are presented, followed by the inferential statistics. The questions were measured through a Likert scale, each with five questions rated from strongly agree, agree, neutral, disagree or strongly disagree and percentages in specific objectives that were then coded with numerals to simplify the analysis of data.

### 4.5.1 Objective One: Influence of Academic Performance on Re-careering among Working-Class Students in Selected Kenyan Public Universities

The first objective of the study was to establish the extent to which academic performance determines re-careering among working class students in Kenyan public universities. The study sought to answer this question, "What are the perceptions of working-class students on the influence of academic performance in selected Kenyan public universities?" The study sought to find out whether the decision to change career is influenced by an individual academic performance (high school performance), skills acquired and expertise in the relevant fields. The results are represented in figure 4.5.
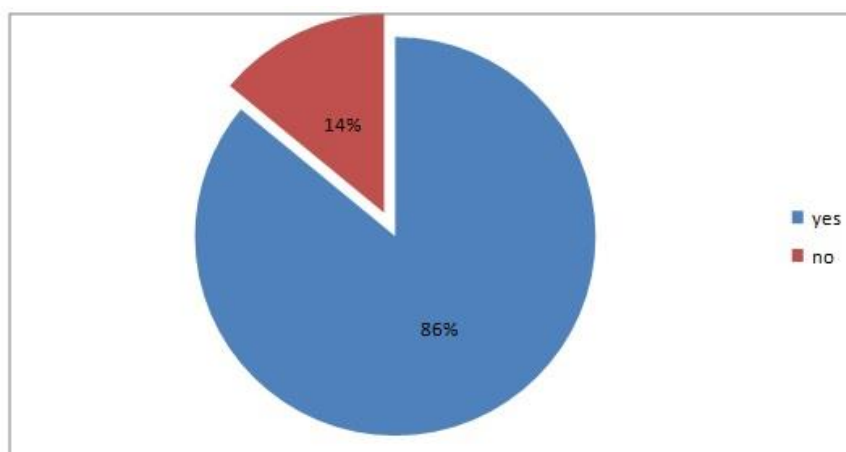


**Figure 4.5: Academic Performance**

The findings in figure 4.5 indicate that majority of the participants, 86%, indicated that the decision to re-career is influenced by academic performance and skills acquisition.

Only 14% of the participants indicated that academic performance has no influence on an individual's decision to re-career.

The first objective of the study which was to determine the effect of academic performance on re-careering was assessed based on level of education, skills acquired and expertise in the relevant fields. There was an indication of the effect of level of education on re-careering, a question on how the skills of the participants affect the re-careering and also the effect of expertise on re-careering. According to Creswell (2007), Chi-square analysis is necessary in establishing the nature and magnitude of the relationships between the variables, and it was used also to establish the strength of the relations between the measured variables of the study.

### 4.5.2 Descriptive Analysis of Attributes of Academic Performance

The study sought to establish the perception of the participants on various statements regarding academic performance and skills. The rating was on a 5 point Likert scale from strongly disagreeing to strongly agree in order of strength. The results are presented in Table 4 7.

**Table 4.7: Descriptive Statistics Attributes of Academic Performance**

| Statement | SD | D | N | A | SA | Mean | | Std. Dev | Skewness | |
|---|---|---|---|---|---|---|---|---|---|---|
| **The decision is influenced by** | | | | | | Stats | Std. Error | Stats | Stats | Std. Error |
| The individuals KCSE performance. | 4% | 7% | 1% | 60% | 27% | **3.53** | **0.06** | **0.96** | **-0.69** | **0.16** |
| An individual's level of highest academic performance. | 10% | 14% | 2% | 33% | 40% | **3.99** | **0.07** | **1.12** | **-0.89** | **0.16** |
| The level of skills an individual has in that career. | 24% | 7% | 2% | 52% | 14% | **3.86** | **0.06** | **0.96** | **-0.86** | **0.16** |
| The individual's expectations of easy avenues to further their education level while in the new career. | 5% | 7% | 21% | 50% | 16% | **4.01** | **0.06** | **0.91** | **-1.17** | **0.16** |
| The individuals level of technical knowhow and competency in the career. | 14% | 1% | 14% | 50% | 20% | **3.77** | **0.06** | **0.93** | **-0.60** | **0.16** |
| **Average** | | | | | | **3.86** | **0.83** | | | |

The findings presented in Table 4.7, indicate that majority of the participants, 60.0% agreed that the decision to re-career is influenced by the individual's secondary school level performance as well as individual's expectations of easy avenues to further their education level while in the new career. Furthermore, the results indicate that majority, 52%, of the participants also agreed that the decision to change career is influenced by the level of skills an individual has in that career while 50% of the participants indicated that level of technical knowhow influences the re-careering.

The average mean score of 3.86 indicates that the participants were agreeing on most of the statements regarding academic performance. A standard deviation of 0.83 indicates that the responses did not differ very much. All the sub-variables were negatively skewed, which means that the left tail is longer since the mass distribution is of the values inclined to the left, indicating that majority of the participants agreed that academic performance has influence on re-careering.

### 4.5.3 Results of the Chi-square Statistic Analysis on Academic Performance

Before the chi square tabulation of results; the researcher included a contingency table that categorized the results in two dimensions. The study showed a total number of 340 participants, whereby, men constituted 59% (201 men) and women 41%. (139 women). Table 4.8 showed that 140 men and 90 women indicated that they had high academic qualifications while 61 men and 49 women stated that they had low academic qualification. Total participants with high qualifications were 230 while 110 had low qualifications. The implication of the contingency table results showed that participants who had high academic qualification were more inclined to re-careering, than those with low qualifications.

**Table 4.8: Academic Performance (Qualifications)**
**Highly qualified**

| Participants | Yes | No | Total |
|---|---|---|---|
| Men | 140 | 61 | 201 |
| Women | 90 | 49 | 139 |
| Total | 230 | 110 | 340 |

The result of the chi-square statistic that was used to test the influence of academic performance on re-careering among working-class students in selected Kenyan public universities is shown in Table 4.9. Academic performance had a statistic significance of 2.566 and a p-value of 0.0109. The $p < 0.05$ indicating that there is a statistical significant relationship between the variable academic performances and re-careering. The researcher is of the view that when people improve their academic performance in terms of advanced learning and training, their confidence is boosted to enable them move out and look for other greener pastures. In addition to this, acquiring more skills creates a sense of inner security because a person feels that one has what it takes to look for a better job.

The findings of the current study collaborate with what other scholars have found in related studies. Academic performance has effect on re-careering, as it has been confirmed by different studies. Such studies state that academic qualification is a social process where the student is able to recognize more opportunities through learning and increased career exposure (Creed, 2009).  An increase in one's academic qualification has been found to have significant impact on personal life. It increases the opportunities to discover other career avenues (Sally & Arnup, 2011). It enriches an individual's resume and widens the exposure to other career avenues (Gathigia, 2011).

Masdonti, Fournier and Lahrizis' (2017) study findings indicated that people re-orient their careers due to various motivations. One such motivation which they cited was due to advanced training in the area of their expertise. In both the labour economics and organization sciences, there is substantial evidence that individual educational attainments are associated with positive career outcomes, including salary level, number of promotions and new career opportunities (Fieldman & Brett, 2013). Because most organizations use academic performance and qualification as an indicator of a person's skill and level of productivity (Benson, 2014), most employers use it as a prerequisite in hiring decisions. Therefore, working-class students will tend to turn to re-careering after advancing in their studies. Sometimes, increase in academic qualifications tends to create confidence to approach re-careering matters and this is what working students were aspiring.

**Table 4.9: Academic Performance (Chi-Square Tests)**

| | n | Value | Df | Asymp. Sig. (2-sided) |
|---|---|---|---|---|
| Pearson Chi-Square | 340 | 2.566 | 1 | .0109 |
| Correction | | 1.868 | 1 | .172 |
| Likelihood Ratio Linear-by-Linear | | 2.511 | 1 | .113 |
| Association | | 2.541 | 1 | .111 |
| N of Valid Cases | | 340 | | |

**Hypothesis Testing: $H_{01}$;** There is no significant relationship between academic qualification and re-careering among the working students in public universities in Kenya.

The findings of the study established that academic qualification had significant association with re-careering among working students. The grade attained at KCSE

level has an association with the re-careering among working students in public universities in Kenya, with a p-value of and 0.0182(< 0.05); students' highest academic level has relationship with re-careering among working students in public universities with a p-value of 0.027(<0.05), skills acquired also has association with the re-careering, with a p-value of 0.031 the re-careering with a p-value of 0.0123. (See Table 4.9).

Based on the findings from the hypothesis testing, there is an indication that all the parameters in the variable of academic qualification are statistically significant. This means that there is relationship between the academic qualifications and re-careering among working students in public universities. This implies the academic performance influenced the working-class students to re-career. Dawson (2012) findings show agreement with the findings of this study by establishing that academic qualification determines re-careering.

### 4.5.4 Qualitative Analysis of the General Objective of the Study

The participants were interviewed using interview guides. A thematic analysis was done and eight themes were generated from interview data. The themes pointed to the perceptions of the working class students on the role of academic performance, working conditions, personality disposition, and social interactions in influencing an individual's decision to re-career. In the qualitative analysis section, each of the four sub-questions is presented and discussed from the interview data and re-contextualized within the literature and evidenced by direct quotes from the transcribed data. I first present a summary of the findings in table 4.10 followed by eight themes generated from the interview findings in figure 4.6.

**Table 4.10: Summary of Thematic Analysis Findings**

| Determinants of Re-careering among working class students in selected Kenyan Public Universities | |
|---|---|
| Perceptions of working class students on the role of academic performance | **Theme 1: Confidence Booster**<br>Categories: Increased Training and skills acquisition<br>: Reduced job risk and uncertainty<br><br>**Theme 2: Increased career opportunities**<br>Categories: Enhanced sense of job security<br>: Increased career and skills exposure |
| Perceptions of working class students on the role of working conditions | **Theme 3: Unrealistic working goals**<br>Categories: Unrealistic expectations<br>: Overloaded projects and incommensurate wages<br><br>**Theme 4: Unhealthy working environment**<br>Categories: Poor employer-employee relationship<br>: Conflict with colleagues |
| Perceptions of working class students on the role of personality disposition | **Theme 5: Unutilized traits**<br>Categories: Feeling locked in<br>. Openness to Change<br><br>**Theme 6: Need for career diversifications**<br>Categories: Boring and repetitive routines<br>: Need for more challenging careers |
| Perceptions of working class students on the role of social interactions and patterns | **Theme 7: Improved career network system**<br>Categories: Increased career website<br>: Re-careering and socialization<br><br>**Theme 8: External pressure**<br>Categories: Peer pressure<br>: Parental pressure<br>: Changing career trends |
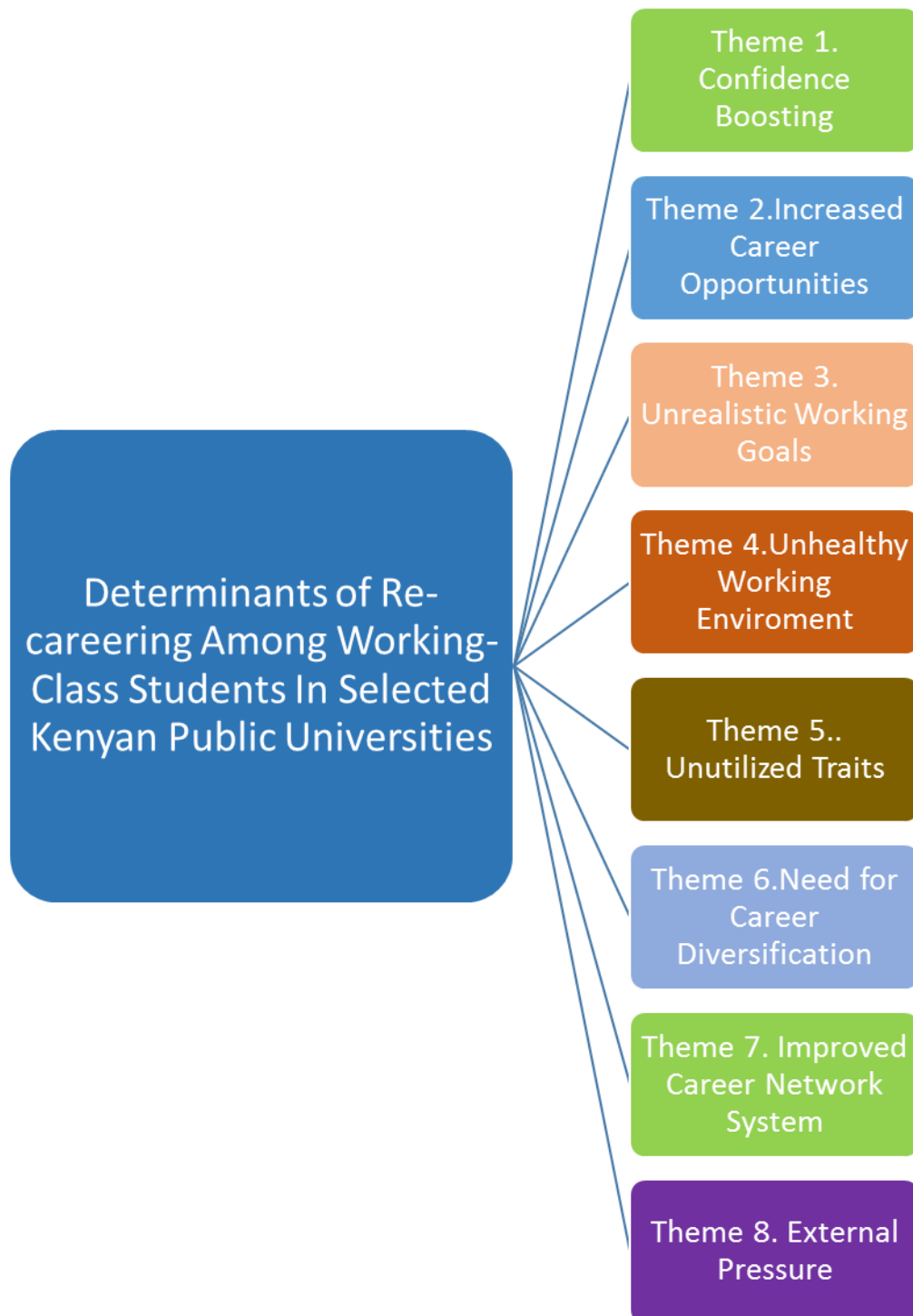
**Figure 4.6: Eight Themes of Determinants of Re-careering**

## 4.5.5 Qualitative Analysis of Influence of Academic Performance on Re-careering among Working Students in Selected Kenya Public Universities

The first objective of this study was to establish the extent to which academic performance influences an individual's decision to re-career among working class students in selected Kenyan Public universities. Interview guides were used to generate data with 10 participants. The research question addressed was; "What are the perceptions of working class students on the role of academic performance in influencing an individual's decision to re-career?"

```
┌─────────────────┐          ┌──────────────────┐        ┌──────────────────────┐
│                 │          │   Theme 1.       │        │   Categories.        │
│                 │─────────▶│   Confidence     │────────│  .Increased training │
│ INFLUENCE OF    │          │   booster        │        │   and skills         │
│ ACADEMIC        │          └──────────────────┘        │  .Acquisition.Reduced│
│ PERFOMANCE ON   │                                      │   Future Job Risk    │
│ RE-CAREERING    │          ┌──────────────────┐        └──────────────────────┘
│                 │          │   THEME 2.       │        ┌──────────────────────┐
│                 │─────────▶│   Increased      │────────│   Categories.        │
│                 │          │   Career         │        │  .Enhanced Sense of  │
└─────────────────┘          │   Opportunities. │        │   Job Security.      │
                             └──────────────────┘        │  Increased Career    │
                                                         │   and Skill exposure │
                                                         └──────────────────────┘
```
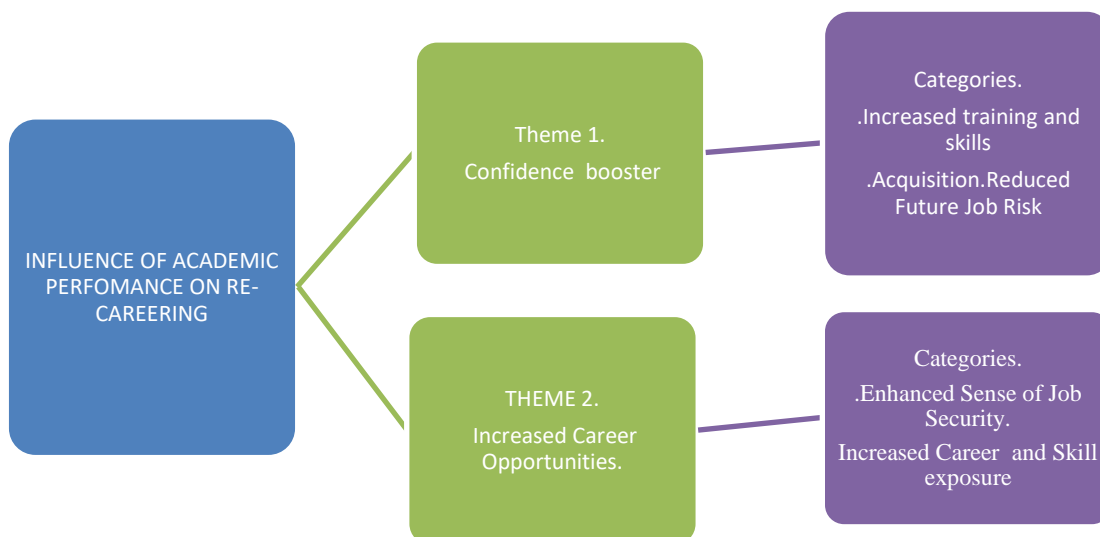
**Figure 4.7: Perceptions of working class students on academic performance**

## 4.5.6 Theme 1: Confidence Boosting

The participants in this study perceived that academic performance contributes to career change in one's life. They felt that when a person advances in learning, it goes a long way to boost his confidence. According to the participants, the confidence one gains involved three elements, namely; adequate training, competence and skills

enhancement. These three elements were seen to be important in the student's decision to re-career.

### 4.5.6.1 Increased Training and Skill Acquisition

Training refers to the art of acquisition of skills, knowledge and expertise in a particular area. Participants in this area felt that when workers' skills are improved, there develops a desire to change his career because of the opening up of new and increased career opportunities. 10 Participants who were interviewed further expressed that with better skills they would stand stronger in the face of an interview, feel more confident to apply for promotion and henceforth add potential to achieve a strong career path.

This is evident from the following quotations:

> *To me, when a person improves his academic performance through training and learning, it opens many opportunities even in other fields* (Interview, Sharon {2015-11-18})

> *I was able to see the possibilities of moving elsewhere when I did my second degree (Masters). I also felt very confident* (Interview, Ken, {2015-11-12}).

The above excerpts show that academic performance influences re-careering. Higher educated individuals are better equipped, have additional skills and therefore are more likely to change careers. Consequently, less educated individuals have a narrower range of work-related skills which may reduce their opportunities of re-careering in the future. Furthermore, participants expressed the benefits of having gone for training in order to improve their skills. This led to confidence boosting which opened their eyes to see more insights and possibilities of re-careering to a different field altogether.

Bragg and Ruud (2007) conducted a study on career pathways, academic performance and transition to college. Their purpose was to establish the impact of Two Select Career and Technical Education (CTE). Rudd (2007) also sought to assess the impact of Transitional Programmes on student outcomes in regard to career trajectories.

Results support the argument that showed that students who had better results in high school had a great probability of changing their careers as indicated in their research findings. Wolff and Moses (2009) agree that higher investment in education leads to the development to a desire to look for greener pastures. Wang's' (2011) research supports the contribution of continuous academic and skill training in re-careering.

Likewise, the findings of Parrado (2007) support the argument of a positive relationship between increased academic performance and career change. The argument of Latzke, Burke, and Schiffinger (2012), that people with higher level of education accumulate skills and experience on the job, which increases the likelihood of changing careers (Savickae & Donald, 2011) is in line with the findings of this study.

### 4.5.6.2 Reduced Future Job Risk

An individual's decision to re-career involves a lot of risk in one's life. A risky situation is one that involves exposure to danger as a feeling that something unpleasant might occur. In a world where joblessness is common, participants expressed a feeling of uncertainty that develops when a person is not well-prepared academically. They felt that when people improve their skill through more training, they tend to try out new areas that fit their skills and interests. It was clear from their responses that people who want to re-career are hungry for new challenges and curious to try a new industry, though, there was underlying fear of being jobless in case one would want to move out.

Six (Sharon, David, Susan, Mildred, Doreen and Henry) of the participants spoke of being certain that they would qualify to secure their preferred careers once they acquired the necessary skills without fear of being jobless in the process. Acquisition of skills through higher training and adequate preparation made the participants confident to explore the unknown world of work. Participants in this study felt that

advancing the training and skill acquisition reduced the risk of joblessness, which led them to re-career. The above was highlighted when the participants responded as follows:

> *...this influences greatly because the more educated one is, the more exposed . . . and the lower risk of fear of unknown* (Interview Henry, {2015-11-18}).
>
> *The less competent (in skills and training) one is the smaller the world and so one tends to fear taking risks or venturing out and clings to the only opportunity at hand* (Interview Sharon {2015-11-18}).

Studies done that addressed re-careering and training advancement highlight the importance of academic skills polishing (Brimrose, 2010; Davidson *et al.,* 2010, Richardson & Watt, 2015) and accomplishments in order to create a rich resume for interviews, for new job. Richardson and Watt (2015) explored reasons behind graduate's decision to change careers very few years after graduating. This was a survey study that sought to determine the effects of five factors considered, namely; social status, career fit, prior considerations, financial reward and academic advancement. Results of their findings showed congruence with the current study, that academic advancement played a key role in initial plan of changing the participants' careers. People with higher educational abilities tend to feel secure and confident even as they consider changing their occupations. In addition, educational level of training is considered when it comes to promotion in most areas of work. Participants with high educational levels felt confident to re-career because there was no future risk of joblessness involved when the opportunity arose.

### 4.5.7 Theme 2. Increased Career Opportunities

Academic performance raises the chance of getting opportunity for re-careering to many people. This means that a person can apply or have an advantage of getting into another field of occupation altogether. Participants of this study expected that they

would have increased career opportunities after they advance their academic ability which would encompass the following; expended career exposure and sense of security for their future.

### 4.5.7.1 Enhanced Sense of Job Security

Some participants saw academic advancement and performance as a shield against the fear that captures those with low academic levels, thus incapacitating them from moving out or re-careering. Seven (Henry, Susan, Doreen, Sharon, Mildred, David, and Faith) of the participants indicated that new qualifications increase a person's sense of wellbeing and enhances self-efficacy. This brings about a sense of inner security and it also boosted confidence in them, thus, enabling the participants to look for other career avenues that fitted their skills and interests.  This is reflected by the following quotation:

> *Academic advancement can act as a surety for the future. It acts as a shield thereby reducing the fee of tarmacking for long periods unlike when you are not highly educated* (interview, David, ({2016-1-20})

In both the labour economics and organizational science, literature, there is substantial evidence that an individual's educational attainments are associated with positive career outcomes, including salary level, number of promotions and job mobility (Suutari, 2013). Because most organizations use education as an indicator of a person's skill, levels or productivity (Benson, 2014), they frequently employ it as a prerequisite in hiring decisions. This shows that when a person's level of education is raised, then there is likelihood that the person can easily get an opportunity elsewhere. Participants spoke of their academic achievements as a shield and surety for the future endeavours. This gave them security to look for greener pastures. At the same time, they could still pursue promotions in their current working places without fear.

**4.5.7.2 Increased Career and Skills Exposure**

In this study, I take the term exposure to mean the revelation or knowing something that was previously hidden. Participants in this study expressed that they acquired a wide range of exposure after they engaged in further learning. This exposure was enhanced through meeting new friends in the world of academia and also through social linkages that came along with such networks. This exposure enabled the participants to raise their self-awareness through access to self-assessment skills. Participants spoke of the enormous help they received from friends, teachers, mentors and interaction with content which they came across. These views accentuated the following remarks:

> *. . . the more qualified a person is, the more exposed to upcoming opportunities and more networks with friends, mentors, teachers and content learnt* (Interview, Henry, {2016-1-8}).

> *I think when a person improves his academic performance; so many opportunities even in other fields appear. I was able to see possibilities of moving elsewhere when I did my first degree. I also felt confident . . .* (Interview, Doreen {2016-1-23}.

> *. . . Also education expands networks throughout college life and it's easy for friends (classmates) to connect you. My classmates helped me a lot. They showed me how to connect to facilities to retrieve career information, how to write a well up-dated CV, signposts to resources for work,* (Interview, Mildred {2016-1-21}).

> *Yes, academic performance influences career change. I got a C in my KCSE in 2006. I was very disappointed!! I registered for a diploma in technical college. My parents chose for me the course of being a secretary. When I registered for a degree course, I discovered that there were other options of careers that I could do. So I chose the Human Resource for my degree programme. I was later employed in the HR department where I still work today* (Interview, Susan {2016-2-19}).

The above quotations confirm that academic performance raises the chance of getting more working opportunities. Re-careering according to Van (2012) can be defined as repositories of knowledge with its "accumulation of information and knowledge embodied in skills, expertise, and relationship network acquired through an evolving

sequence of work experiences overtime in a person's life." This definition shows re-careering as a long process that occurs as a result of one's improvement of skills and qualification which finally opens more opportunities of work. Dickmann and Doherty (2008) concept of career capital illustrated in three ways agrees with the findings of this study. They regard knowing why, knowing how and knowing who as core career competencies. To capture some relevant competencies to this study, knowing whom relates to career relevant social network (Grant, & Juliillerat, 2010). The participants felt that going back to school provided an opportunity to meet other people who sharpened their minds in as far as re-careering was concerned. Knowing how encompasses job related knowledge and career relevant skills acquired in formal education and other learning activities. Through this competence-based perspective, participants felt empowered in their re-careering endeavours as they learnt more and gained skills through formal and non-formal settings. This acquired knowledge may enhance the tendency to re-career.

Masdonati, Fournier and Lahrizi (2017) explored the reasons behind career change through vocational education and training among adults. The participants were 30 adults aged between 25 and 45 years. The findings of this study indicated that the various participants re-oriented their careers according to various motivations. One such motivation was due to advanced training in their area of performance. Participants were motivated to re-career by their enhanced training that enabled them to initiate their search for greener pastures in the world of work. In an attempt to understand the subjective reasons that prompted the participants to think of re-career, the increase of career and skills exposure contribution could not be overlooked.

**4.6 Objective Two: To Determine the Influence of Working Conditions on Re-careering among Working-Class Students in Selected Kenyan Public Universities**

The second objective of the study was to establish the extent to which working conditions determines re-careering among working class students in Kenyan public universities, and the researcher sought to capture the insights of the participant through interview guides. The null hypothesis tested stated that there was no statistically significant relationship between working conditions and re-careering among working-class students in selected Kenyan public universities. The working conditions were assessed based on job security, working hours, fringe benefits, earnings profile, expected earnings, promotion. There was an indication of the effect of job security on re-careering. A question on how the working hours affect the re-careering, fringe benefits, earning profile, expected earnings and also the effect of promotion on re-careering was addressed. Chi-square analysis was necessary in establishing the nature and magnitude of the relationships between the variables. Chi-square was used in this study in data analysis by the researcher since it was found suitable considering the type of data that are analysed since these are non-parametric. Chi-square was applied to determine the relationship strength and its extent. Hypothesis testing was done to enable the researcher to draw conclusion on either to accept or reject the null hypothesis that states there is no significant relationship between independent variables and dependent variable.

**4.6.1 Extent to Which Working Conditions Influences Re-careering**

The second objective of the study was to establish the effect of working conditions on re-careering among working class students in Kenyan public universities. The study

sought to find out whether the decision to change career is influenced by working conditions in a particular career. The results are as presented in Figure 4.8.
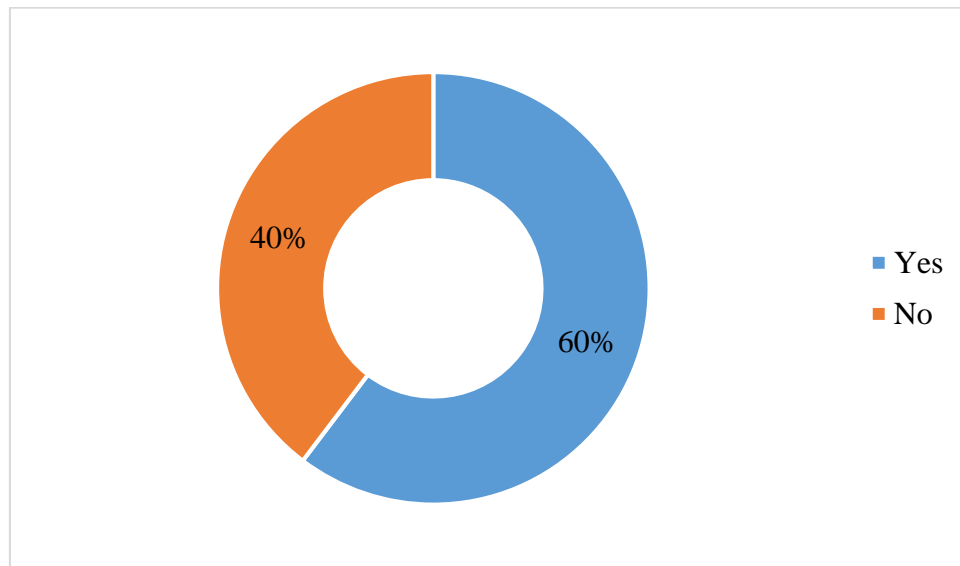


**Figure 4.8: Working Conditions**

The results indicate that majority of the participants, 60.0% stated that the decision to change career is influenced by working conditions in a particular career while 40.0% stated working conditions have no influence on re-careering. This implies that 60% of the workers indicated that when then the working environment is unhealthy; workers seek to change their career in order to achieve fulfilment for their work, while 40% indicated that those factors did not matter in their re-careering decision. Working conditions like remuneration, good emotional support and working hours, employer's expectations and fringe benefits all account to the worker's decision to re-career. This finding shows that working conditions had a significant relationship with re-careering.

**4.6.2 Descriptive Analysis of Attributes of Working Conditions**

The study sought to establish the perception of the participants on various statements regarding working conditions. The rating was on a 5 point Likert scale from strongly disagree, to strongly agree in order of strength. The results are as presented in Table 4.11.

**Table 4.11: Descriptive Analysis for Attributes of working conditions**

| | N | n | SD | DA | N | A | SA | Mean | Std. Dev | Skewness | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Statistic | | | | | | | Stats | Statistic | Stats | Std. Error |
| **Job Security** | 380 | 340 | 8.50% | 9.30% | 15.40% | 41.70% | 25.10% | **3.97** | **0.99** | **0.80** | **0.18** |
| **Working hours** | 380 | 340 | 8.50% | 10.10% | 21.50% | 25.90% | 34.00% | **3.82** | **1.06** | **0.48** | **0.17** |
| **Fringe benefits** | 380 | 340 | 6.90% | 9.70% | 14.60% | 44.90% | 23.90% | **3.91** | **0.99** | **-0.76** | **0.13** |
| **Earnings profile** | 380 | 340 | 0.40% | 1.60% | 15.40% | 38.90% | 43.70% | **3.74** | **1.03** | **-0.59** | **0.16** |
| **Expected earnings after schooling** | 380 | 340 | 6.10% | 16.20% | 20.20% | 30.80% | 26.70% | **4.11** | **0.99** | **-0.98** | **0.16** |
| **Promotions** | 380 | 340 | 2.40% | 2.80% | 19.00% | 45.70% | 30.00% | **3.74** | **1.17** | **-0.66** | **0.16** |
| **Valid N (listwise)** | 380 | 340 | | | | | | **3.8** | **1.09** | | |

The results Table 4.11, indicate that majority, 66.8%, of the participants agreed that re-careering is motivated by difference in job security offered in different professions while 59.9% agreed that the decision to change careers is motivated by difference in working hours among different professions. Furthermore, those who agreed that re-careering is motivated by fringe benefits offered such as house allowance and medical insurance were 68.8%, those who also agreed that the decision to change careers is motivated by the difference in earnings profile among different professions were 82.6% and those who thought that the decision to change careers is motivated by the expectations of promotions in other jobs were 75.7%. The average mean score of 3.80 indicates that the participants were agreeing with most of the statements while a standard deviation of 1.09 indicated that the variations in the responses were minimal. The mean was negatively skewed indicating that majority of the participants rated the various attributes highly. This implies their working conditions had a significant influence on the working students in their decision to re-career.

### 4.6.3 Results of Chi-square Statistic Analysis on Working Conditions

When analysing the chi-square statistics, the researcher started with consideration of the contingency table, whose categorization was across two dimensions. The study indicated that the total number of participants were 340; men constituted 59% while women 41%. This implied that the total number of participants in the study comprised 201 men and 139 women. The researcher showed the responses in the contingency Table 4.12.

A total of 210 participants comprising 130 men and 80 women stated that working conditions were not favourable while 71 men and 59 women stated that the working conditions were favourable. Thus, those who felt that the working conditions were not

favourable constituted of 62% while only 38% stated that the working conditions were favourable.

**Table 4.12: Contingency Table on Good Working Conditions**

**Favourable Working Conditions**

|  | Yes | No | Total |
|---|---|---|---|
| Men | 71 | 130 | 201 |
| Women | 59 | 80 | 139 |
| Total | 130 | 210 | 340 |

A chi-square statistical test was run to determine the relationship between working conditions and re-careering. The results of the chi-square statistic that was used to test the influence of working conditions on re-careering among working-class students in selected Kenyan public universities is shown in Table 4.12; which is, 2.569 with a p-value of 0.0117. The $p < 0.05$ indicated that there is statistical significant relationship between the variable working conditions and re-careering. The findings of the current evidenced that working conditions influenced the worker's decision to re-career. The statistical significance of $p > 0.05$ indicated that 95% of the responses were in agreeing that the working in a place where their interest was not well considered led to re-career to other places of work. This led the researcher to reject the null hypothesis that stated that there was no significant relationship between working conditions and re-careering. The influence of working conditions on re-careering has been confirmed by different studies. Such studies state that working conditions are a working environmental matter where the learner is able to establish whether it is satisfactory or not (Cesinger, 2011; Adjin, 2009). This shows that workers in an unhealthy environment are likely to look for other work places (Kumar & Jain, 2010; Rajni, 2011). A number of other studies

have reported that feeling dissatisfied at the workplace triggers career change (Carless & Bernathi, 2007; Donhoue, 2007; Brown, 2010). Further observations show that dissatisfaction with one's pay level has been strongly related to procedural injustices (Milward & Brewerton, 2008; Hockertin & Harenstam, 2008; Howe & Strauss, 2007; Hellengren & Sverke, 2009). Experiences of unfair treatment make employees to denounce any psychological attachment with the organization and consequently the desire re-career increases.

Contrary to these findings, Sean and Eddy, (2015) longitudinal study found that working conditions and career stability were not an antecedent of career change, although those who had re-careered appeared happier in their new jobs. The different findings may have been due to whether intentions to change career were assessed and the subsequent time lag considered. This implies that working conditions are an essential factor in re-careering and thus it is likely to influence the re-careering and career path that a student can undertake.

**Table 4.13: Working Conditions (Chi-Square Tests)**

|  | Value | Df | Asymp. Sig. (2 sided) |
|---|---|---|---|
| Pearson Chi-Square  Continuity | 2.569 | 1 | .0118 |
| Correction | 1.866 | 1 | .172 |
| Likelihood Ratio  Linear-by-Linear | 2.513 | 1 | .113 |
| Association | 2.542 | 1 | .111 |
| N of Valid Cases | 340 |  |  |

**Hypothesis Testing: $H_{02}$**; There is no significant relationship between working conditions and re-careering among the working students in public universities in Kenya. The findings of the study established that working conditions had significant

association with re-careering among working students based on such factors as job security, working hours, fringe benefits, earnings profile, expected earnings, and promotion. Parameters representing the variable which is working conditions have association with re-careering. Job security has an association with the re-careering among working students in public universities in Kenya with a p-value of $0.0183 (< 0.05)$ working hours have relationship with re-careering among working students in public universities with a p-value of $0.0272 (<0.05)$, fringe benefits also have association with the re-careering a p-value of 0.036. The study also established that earnings profile has association with re-careering with p-value of $0.0216 (<0.05)$. Expected earnings has association with re-careering with p-value of $0.0121 (<0.05)$, promotion also has an association with re-careering with p-value of 0.0145, (See Table 4.12). Thus, all the parameters representing variable of working conditions have relationship with the re-careering among working students in public universities in Kenya.

Based on the findings from the hypothesis testing, there is an indication that all the parameters in the variable of working conditions are statistically significant. They show that there is relationship between the working conditions and re-careering among working students in public universities. Thus, the researcher rejected the null hypothesis that indicated that there is no significant relationship between the dependent and independent variables in this study. The study shows that there is significant relationship between working conditions and re-careering. Lee (2012) indicated that the working conditions determine the rate at which re-careering takes place thus agreeing with the findings of this study. The findings of Sorensen and Feldman and Ng (2007); Lyons and Kuron (2013); Guedela and Douglas, (2013) support this study's finding by

indicating the importance a healthy relationship in the workplace, failure to which the working environment may prove difficult to bear and hence trigger re-careering move.

### 4.6.4 Qualitative Analysis on the Influence of Working Conditions on Re-careering among Working-Class Students in Selected Kenyan Public Universities

The second aim of this study was to establish the extent to which working conditions influence an individual's decision to re-career, among working class students in selected Kenyan public universities. The research question was, "What are the perceptions of working class students on the role of working conditions in influencing an individual's decision to re-career? Interview guides were used to generate data with 10 participants.

Figure 4.9 shows the perceptions of working class students on the influence of working conditions on re-careering.
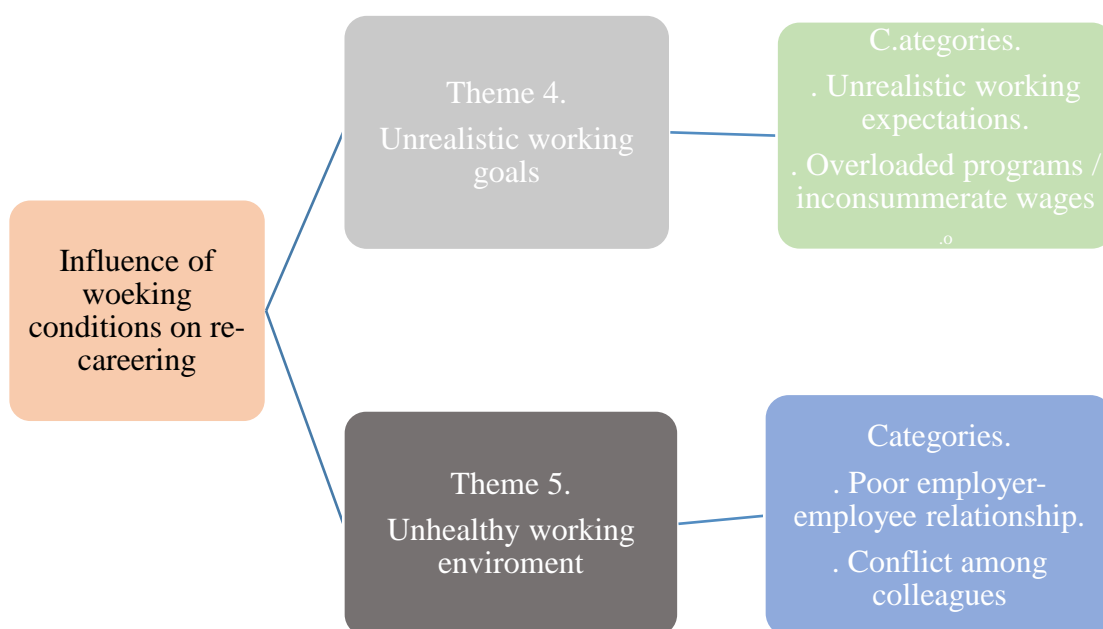


**Figure 4.9: Findings of Working Conditions**

The findings presented in figure 4.9 highlights two themes that are discussed in this section. They are (i) Unrealistic working goals and, (ii) Unhealthy working environment. They are discussed here below.

### 4.6.5 Theme 3. Unrealistic Working Goals

In every working place, there are goals or targets that are set to enhance performance. Those goals or targets enable workers to evaluate their performance and to know whether they are moving in the right direction. The targeted goals serve as an indicator of performance and effectiveness. Sometimes employers use the targeted goals as a measure of effectiveness of a worker. Some participants of this study felt that some employers set very high targets that are hard to achieve. Working in such an environment made some participants feel uncomfortable in their work places and desire to re-career developed. The participants highlighted two aspects of unrealistic working goals; (i) unrealistic expectation and (ii) overloaded programmes characterized by inadequate wages.

### 4.6.5.1 Unrealistic Working Expectations

By being unrealistic means that a, one is not considerate of the existing truth about a situation, especially when a certain goal is to be achieved. In this context, unrealistic expectations were taken to mean the setting of very high standards of expectation at the workplace. Participants felt that their employers set working targets that were too high to achieve. They also spoke of having had to go an extra mile beyond the normal working hours so as to meet the set deadlines. The targets set for them to achieve for a certain timespan were not achievable. They felt overworked and there was no compensation for overtime work or effort put. Participants recalled the stressful moments they passed through which led them to look for relief elsewhere and think about re-careering. This can be seen from their captions:

> *I used to work late and for long hours. I had no one to complain to. I worked as a secretary for three offices plus being the receptionist. There were many files to go through, phone calls to make, and a boss to serve. I was expected to smile at everyone who came, speak well and attend to other duties. I felt I could not work anymore* (Interview, Susan, {2016-1-21}).

> *I worked as a cashier in a bank. I was expected to make transactions. There was a target set for me that was very high. The management used the returns report for appraisal every three months. This was terrible for most of the time I could not reach the target. So when they called for an interview, I jumped in and passed Today, I enjoy the work every day.* (Interview, Faith, {2016-1-14}).

The above quotations suggest a working environment that was overloaded. This high expectation of the work place promoted a sense of discomfort which triggered a desire to re-career.

Adjin (2009) showed that interest was the most motivating factor that influenced career change among workers at Sogakope and Dabale Technical Schools. Adjin (2009) further found that work is expected to improve upon the individual's quality of life, bring honour, and sense of fulfilment in life. A number of other studies have reported that feeling dissatisfied at the workplace triggers career change (Cesinger, 2011; Carless & Bernathi, 2007; Donhoue, 2007).

On the other hand, contrary to these findings, a longitudinal study found that job satisfaction and career stability were not an antecedent of change, although, post-change individuals were happier in their jobs (Grant, & Juliillerat, 2010). Employers need to set standardized expectations that are realistic and achievable. Employers also need to re-align the working time so that the employee can measure the workload with the time set. Likewise, employers need to change their attitude towards their workers, by allowing the workers to gain more knowledge and skills in their managerial roles.

## 4.6.5.2 Overloaded Programme with Incommensurate Wages

Overloaded programme refers to overcrowded routines of work. The participants expressed their experiences of being overworked which involved working very late, and for long hours without any monetary considerations for their timeless effort. They felt that their employers should have either considered reducing or adjusting the workload, or a monetary package for overtime work. This became evident from the following excerpts:

> *. . . I had to keep on moving always. Rarely would I sit for long. I worked for long hours and left the office even at 9.00 pm, especially when there were Board meetings* (Interview, Susan, {2016-2-19).
>
> *I was serving three offices including the reception. Customers would come waiting to see the Boss even at odd hours. I was often told to handle them myself* (Interview, Susan, {2016-2-19}).
>
> *. . . And you have to treat them well, yet some of them were very rude.* (Interview, Faith ({2016-1-14}).
>
> *The terms of payment were very low compared to the workload ahead of you, being the secretary to the Senior Boss; I was paid only peanuts . . . actually to me it was like consolidate ages. I felt I couldn't continue this way . . .* (Interview, Susan ({2016-2-19}).

The quotations above provide evidence of how the working conditions influence an individual's decision to re-career among working class students. According to Kanchier and Unruh (1989), the possibility of earning a higher salary is likely to influence willingness to change careers. Lewis and Thomas (2009) findings support the view that prospect of higher earnings triggered career change among the participants. Desire for higher pay was cited by a majority of career changes as a trigger for re-careering. A study by Adams and Clemmons (2010) concluded that workers who received adequate pay rise often were largely satisfied with their jobs, work schedules, the hours they work and the level of personal fulfilment provided by the job. However, the participants' voices still remain strong that unrealistic goals and overloaded

programmes promote a high desire to re-career among working class students from selected Kenyan public universities.

### 4.6.6 Theme 4. Unhealthy Working Environment

A working environment is a state or condition in which an individual or staff work, including and not limited to such things as amenities, physical environment, stress and levels of noise, degree of safety, social welfare and the quality of relationship among those who work there. When a working place has an unhealthy environment, it can be damaging to those who work there. Participants in this study shared their experiences in their working places pointing to unhealthy working environment as they referred to two issues, namely:

i.    Poor employer-employee relationship.

ii.   Conflict among employees.

### 4.6.6.1 Poor Employer-Employee Relationship

The employer-employee relationship should be one of mutual respect and trust. Employer-employee relationships exist when a person performs work or services under certain conditions in return for remuneration (Peak & McDowell, 2012). It is through an employment relationship that reciprocal rights and obligations are created between the employee and the employer (Roxana, 2015).

Employers can nurture this relationship by speaking candidly with their employees and learning to listen, and the employees should likewise pay attention by careful listening. The participants of this study spoke of their relationship with their seniors as unhealthy and undesirable. Some alluded to being harassed, shouted at, experiencing delayed feedback and limited freedom. The above is evident from the following quotations:

> *I was sometimes required to work at night in the cold ... This can lead to a health condition that is unfavourable* (Interview Sharon, {2015-11-18}).

> *Working overtime with no consideration offered, demeaning language and harsh tones before people. Sometimes, I was shouted at by my boss and I felt embarrassed* (Interview, Faith {2016-1-14}).

> *As a secretary, I was trained to know that the boss is always right even when he/she is wrong. I felt mistreated when one of the bosses I worked for asked me for a special relationship. When I resisted, he threatened to sack me. But I stood my ground and he left the issue to die a natural death. I was relieved but I never respected him again* (Interview Susan, {2016-2-19}).

The above quotations provide evidence of an unhealthy employer-employee relationship, where the engagement between the employer and employee is not adequate or appropriate. Participants of this study felt unfairly treated by their employers. They worked overtime and sometimes their health was at stake, which induced job dissatisfaction and finally desire to change career.

According to Armstrong (2009), the basic requirements for a job satisfaction in a working environment include comparatively high pay, real opportunity for promotion, considerate and participative environment, a reasonable degree of social interaction at work, interesting and high degree of social interaction at work, interesting and high degree of autonomy and control. Routine, dull, repetitive and rigid environment all lead to job dissatisfaction and a feeling of being locked up in one place. Sarwar and Abugre (2013) found that employees' consideration on humanitarian grounds, higher rewards and satisfied employees play a major role both in promotion of employee job satisfaction and consequently higher productivity. Studies by Kallerberg (2009) show a strong correlation of employer's attitude towards employees with job satisfaction. This positive attitude results to emotional satisfaction that goes a long way to make employees enjoy their work. It has also been found that such workers tend to remain in

their workplaces for long unlike their counterparts who feel not considered well by their employers (Grant & Julillerat, 2010; Judge & Klinger, 2007).

It has been extensively studied that with respect to justice, a strong, consistent and a more enduring work relationship has been demonstrated. This dimension of work justice has been consistently linked in a positive way, to job satisfaction such that employees who experience organizational justice also tend to report greater job satisfaction than those who do not experience job satisfaction. (Peake & McDowell, 2012). Further observations show that dissatisfaction with one's pay level has been strongly related to procedural injustices (Milward & Brewerton, 2008; Hockertin & Harenstam, 2008; Howe & Strauss, 2007; Hellengren & Sverke, 2009). Experiences of unfair treatment make employees to denounce any psychological attachment with the organization they work for and consequently the desire for career change increases. To be more precise, in this study, participants felt over-engaged without mutual consideration, while others felt that their seniors did not treat them with dignity. This led to deteriorating relationship within the workplace and hence the idea of career change developed.

### 4.6.6.2 Conflict among Colleagues

Unhealthy relationships in the context of workplace are relationships that are defined by conflict, fighting, blaming, tension, argument and the like (Kalleberg, 2009). All these characteristics in a workplace spell disaster. Negativity amongst colleagues lowers productivity and adversely affects a person's sense of wellbeing, leading to a desire to change.

In this study, unhealthy relationships among colleagues are seen as relationships in which physical, sexual, psychological, or emotional abuse takes over. Participants in

this study expressed their experiences which led them to feel discontented in their working place and hence sought to change their careers when the opportunity arose. These aspects became evident when participants articulated it as follows:

> In my former place of work, fights and quarrels among workers could occur often, which made workers to have tension among them often (Interview, Faith {2016-1-14}).

> I desired to work in a quiet environment with less violence and gossips because they can affect one's performance (interview, Doreen, {2016-1-23}).

> I often feel that unhealthy relationship with the staff often leads to bad performance. Like in my case, in our office there were frequent fights, many rumours, politics that would make me feel insecure at times (Interview, Susan, {2016-2-19}).

> We would often be called to go to the bosses' office to solve a case. All these would arise because of one or two colleagues spreading rumours about others (Interview, Mildred, 2016-1-21}).

> Our office was always full of tension. One would wonder when all this would end. It was hard to know who to trust after all (Interview, Henry, {2016-1-8}).

The above quotations provide evidence that poor or unhealthy relationships among colleagues can lead to a person's desiring to get into a better workplace. Guest (2010) highlighted organization inability to induce job satisfaction as one of the paramount indicators of deteriorating conditions in the workplace. Other studies (Legge, 2009; Lorenz & Valeyre, 2008; Milward & Brewerton, 2008) agree that negative impacts between employees lead to heightened anxiety, increased effect of stress and strain, challenges to teamwork, increased tension in interpersonal relationship, conflict between employers and employee, and reduced job satisfaction. Organizational policies that promote teamwork, employee dignity, positive attitude and morale could push their sense of wellbeing up and enhance job satisfaction. The findings of Kidd and Green (2006) agree with the findings of this study which show that prospects of higher remuneration can be a cause of re-careering. Emotional support of other colleagues is an outcome of a healthy working environment (Clarkberg & Moen, 2009; Sorensen &

Feldman, 2007; Lyons, Scweltzar & Kuron, 2012). Failure to acquire the emotional support of other working colleagues may lead to a state of aloneness and withdrawal, factors that trigger re-careering.

## 4.7 Objective Three: To Establish the Influence of Personality Disposition on Re-Careering among Working-Class Students in Selected Kenyan Public Universities.

The third objective of the study was to investigate the extent to which personality disposition influences re-careering among working students in selected Kenyan public universities. The study sought to find out whether the decision to change career was influenced by personality dispositions among working class students in selected Kenyan public universities. The null hypothesis to be tested stated that there was no statistically significant relationship between personality disposition and re-careering. The personality disposition variable was assessed based on its sub-variables component: conventional, investigating, enterprising, social, artistic and realistic traits of a person. There was an indication that awareness of a person's traits or disposition influences re-careering. Chi-square analysis was found relevant in determining the nature and magnitude of the relationships between the variables (Onwuegbuzie & Leech, 2007).

Chi-square statistical analysis was carried out in this study in data analysis by the researcher since it deemed applicable considering the type of data that are analysed since these are non-parametric. Chi-square was applied to establish the relationship between personality disposition and re-careering and its extent. Hypothesis testing was used that enabled the researcher to either accept or reject the null hypothesis that states that there is no significant relationship between personality disposition and re-

careering. The study therefore sought to find out whether the decision to change career is influenced by personality disposition. The results are presented in figure 4.10.
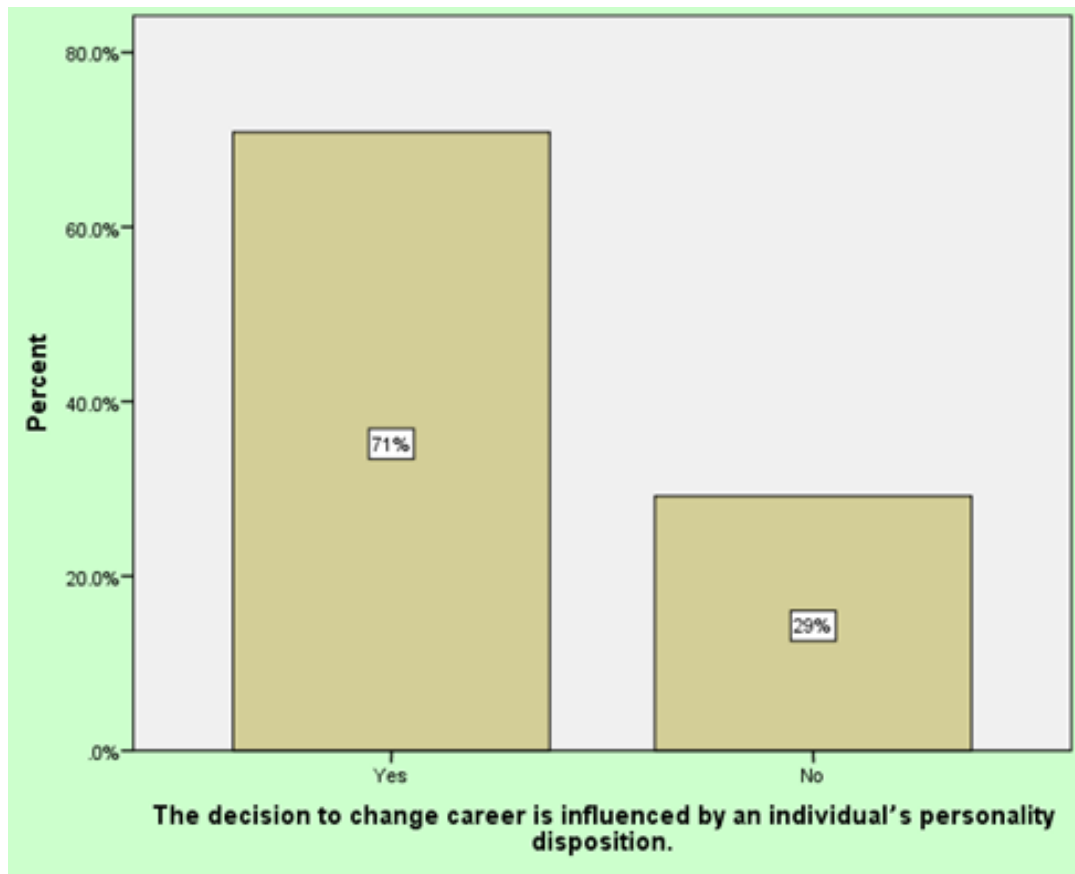


**Figure 4.10: Personality disposition**

The findings indicate that majority, 71%, of the participants stated that the decision to change career is influenced by an individual's personality disposition. Only 29% indicated that it is not influenced by personality disposition.

**4.7.1 Descriptive Analysis of Attributes of Personality Disposition**

The study sought to establish the perception of the participants on various statements regarding personality disposition. The rating was on a 5 point Likert scale from strongly disagree to strongly agree in order of strength. The results are as presented in Table 4.14.

**Table 4.14: Descriptive Analysis for Attributes of Personality Disposition**

| | n | SD | D | N | A | S A | Mean | Std. Dev | Skewness | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Stats | | | | | | Stats | Stats | Stats | Std. Error |
| Things Around | 340 | 7% | 13% | 25% | 36% | 20% | 3.85 | 0.93 | -0.78 | 0.155 |
| Initiating Projects | 340 | 9% | 14% | 19% | 32% | 26% | 3.85 | 1.07 | -0.61 | 0.155 |
| Situations that are unstructured | 340 | 13% | 12% | 21% | 29% | 25% | 3.90 | 1.17 | -0.83 | 0.155 |
| Manual Work | 340 | 0% | 4% | 15% | 46% | 36% | 3.77 | 1.06 | -0.54 | 0.155 |
| Jobs with Interaction | 340 | 14% | 17% | 19% | 28% | 22% | 3.67 | 1.11 | -0.62 | 0.155 |
| Steady routines | 340 | 0% | 2% | 19% | 48% | 31% | 3.89 | 1.09 | -0.85 | 0.155 |
| Men Likely to Change | 340 | 0% | 6% | 11% | 42% | 42% | 3.73 | 1.34 | -0.78 | 0.155 |
| Single people change | 340 | 2% | 4% | 18% | 45% | 32% | 3.64 | 1.37 | -0.64 | 0.155 |
| Valid N (listwise) | 340 | | | | | | **3.76** | **1.05** | | |

The results (See Table 4.13) indicate that majority of the participants, 55.8%, agree that being observant and curious with things around and delighting in situations that call for creative or analytical approach motivates re-careering, 57.9% agreed that initiating projects involving many people and having the ability to convince people to do things their way motivates re-careering, 53.8% agreed that preference of situations that are relatively unstructured and interaction through artistic expression motivates re-careering, 81.3% of the participants agreed that enjoying manual work, especially projects which allow one to be physically active and alone motivates re-careering, 49.8% of the participants agreed that enjoying jobs that let one interact with other people motivates re-careering while 79.0% of the participants agreed that enjoying steady routines that follow clearly defined procedures motivates re-careering.

Those who agreed that single people are more likely to change their career paths more often compared to married people were 76.5% of the participants. The average mean score of 3.76 indicates that the participants were agreeing with most of the statements while a standard deviation of 1.05 indicates that the variations in the responses were minimal. The mean was negatively skewed, an indication that majority rated the various attributes highly.

**4.7.2 Results of Chi-square Statistic Analysis on Personality Disposition**

In addition to the chi-square statistical tool used, the researcher provided a contingency table in which case the categorization is across two dimensions. The study showed that the total participants were 340 whereby men constituted 59% and women 41%. This shows that the total number of participants in the study was men 201 and women 139. The contingency table 4.14 shows that 75 men and 45 women stated that they are not satisfied with the current jobs. This was a total of 120 participants. Subsequently, 126

men and 94 women stated that they were not satisfied with the current jobs. This is a total of 220 or 65% of the participants.

**Table 4.15: Contingency Table on Personality Disposition (Job Satisfaction)**

| | Job satisfaction | | |
|---|---|---|---|
| | **Yes** | **No** | **Total** |
| Men | 75 | 126 | 201 |
| Women | 45 | 94 | 139 |
| Total | 120 | 220 | 340 |

The results of the chi-square statistic for personality disposition are shown in Table 4.15. Personality disposition had a significant statistical influence of 2.550 and a p-value of 0.0139. The $p < 0.05$ indicates that there is statistical significant relationship between the variable personality disposition and re-careering. The findings of the current study collaborate what other studies have found. Personality disposition has effect on re-careering, and many scholars have confirmed it in various studies. Such studies state that personality disposition is the way people believe in themselves, which dictates their perception (Markey & Parks, 2009). Biemann, Zacher and Fieldman (2012) findings support the position that individuals who are able to know their personality traits early enough are at an advantage, because they sought opportunities that utilize their inherent abilities. Individuals who are open to new experiences and interactions are also able to explore new career opportunities; therefore, they are quick to think of re-careering (Ibarra & Hunter, 2007). This implies that personality disposition in re-careering plays a great role, thus is likely to influence the frequency of re-careering.

**Table 4.16: Personality Disposition (Chi-Square Tests)**

|  | Value | Df | Asymp. Sig. (2sided) |
|---|---|---|---|
| Pearson Chi-Square  continuity | 2.550 | 1 | .0139 |
| Correction | 1.866 | 1 | .172 |
| Likelihood Ratio  Linear-by-Linear | 2.513 | 1 | .113 |
| Association | 2.542 | 1 | .111 |
| N of valid cases | 340 |  |  |

**Hypothesis Testing: $H_{03}$**; There is no significant relationship between personality disposition and re-careering among the working students in public universities in Kenya.

The findings of the study established that personality disposition had significant association with re-careering among working students. The sub-variables components of personality disposition were drawn from Holland's (1973) vocational theory the conventional, artistic, realistic, social and entrepreneurships and investigative traits. These parameters of personality disposition have association with re-careering and a statistical relationship with re-careering among working students in public universities in Kenya, (see Table 4.16) with a p-value of   0.0173($< 0.05$) was found. Initiating projects has relationship with re-careering among working students in public universities with a p-value of 0.0282($<0.05$), unstructured situation also has association with a re-careering p-value of 0.0261.

The study also established that manual work has association with re-careering with p-value of 0.0276($<0.05$). Job with interactions has association with re-careering with p-value of 0.0141 ($<0.05$), steady routine also has an association with re-careering with

p-value of 0.0165, thus all the parameters representing the variable of personality disposition have relationship with the re-careering among working students in public universities in Kenya as shown in the study.

Considering the findings from the hypothesis testing, there is an indication that all the parameters in the variable of personality disposition are statistically significant. They show that there is association between the personality disposition and re-careering among working students in public universities. Thus, the researcher rejected the null hypothesis that indicated that there is no significant relationship between the dependent that is the frequency of re-careering and independent variable that is personality disposition in this study.

The study shows that there is significant relationship between personality disposition and re-careering. Edwards and Quinter (2011) indicated that personality disposition determines the rate at which re-careering takes place, thus agreeing with the findings of this study. Ebyan's (2011) findings support the view that increase in modern technology enables people to enhance their self- awareness. This comes as a result of access to occupational information which triggers a desire to re-career.

The findings confirm the findings by Woods, Lievens, Fruyt and Willie (2013) which stated that personality disposition had a positive relationship with re-careering. They argued that individuals with higher self-efficacy engage in more job search behaviour (e.g. interviews), which can affect both one's opportunities as well as willingness to change careers.

The findings of the current study confirm the findings of a study by Breeden,(2009) which revealed that personality disposition influenced the  was most the influential factor that influenced career choice among senior secondary students in Ahanta East

Metropolis, while the influence of and significant others was rated the least. As the least factor taking into consideration (ability, personality, material benefit, home background, gender factors, and significant others). Furthermore, the findings also confirm the argument by Roxana (2015) that prestige was the most important factor that influences career choice of students in Ho Township considering prestige, personal interest, and parental influence. Values and aspirations need to be considered as the individual makes a choice since the importance or usefulness one attached to his job and individual's desire or ambition to achieve inspires him to excel in his job. These findings also confirm findings by Higgins, Weiner and Lissa (2012) as well as Edwards and Quinter (2011).

Participants were of the opinion that when individuals are able to know their strengths and weaknesses, then, they can easily match that knowledge with the available opportunities at the time. Individuals seem to be reconsidering and re-examining their capabilities so as to reach their highest levels of career achievement. Different personalities will seek different career opportunities, which is a process that continues throughout life.

Individuals' preferences are presumed to change over time and this may perhaps lead to constant re-careering. People differ also in their attributes, interests and personalities, and when this awareness is raised, individuals will tend to look for careers that may enhance their abilities and use of talents.

### 4.7.3 Qualitative Analysis of the Influence of Personality Disposition on Re-careering

The third aim of this study was to establish the extent to which personality disposition influences an individual's decision to re-career among working class students in

selected Kenyan public universities. The research question addressed was, "What are the perceptions of working-class students on the influence of personality disposition on an individual's decision to re-career?"
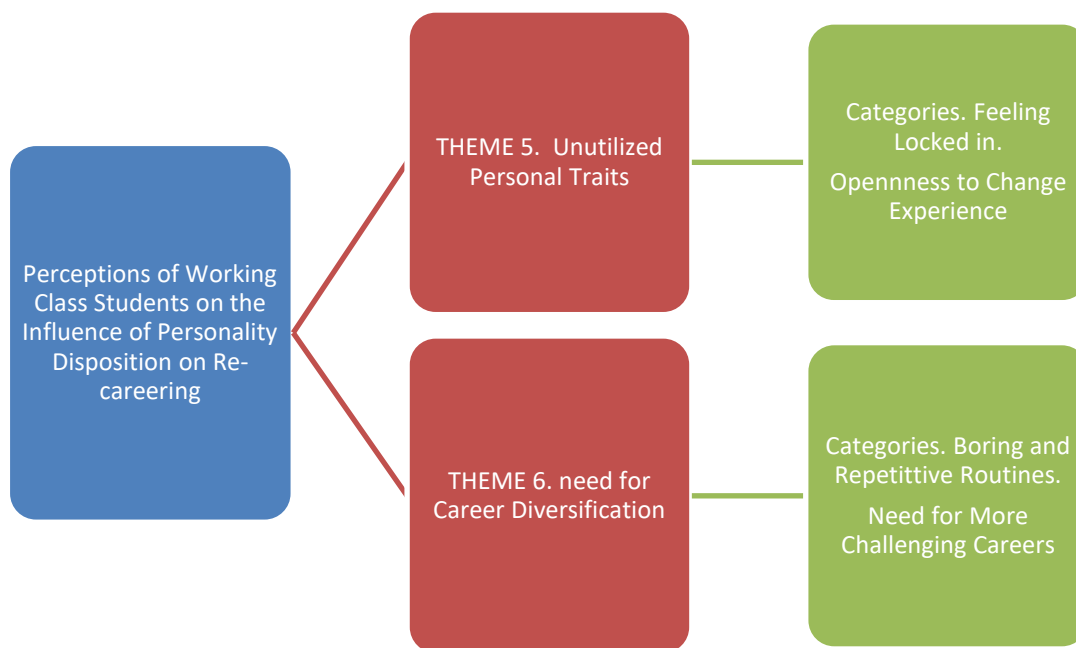


**Figure 4.11: Perceptions on working class students on the influence of personality disposition on re-careering**

The findings highlighted two themes, namely; (i) Unutilized personal trait, and (ii) Need for career diversification. They are discussed below.

**4.7.4 Theme 5. Unutilized Personal Traits**

Participants answered the research questions, "What are the perceptions of working class students on the role of the personality disposition in influencing individual's decision to re-career?" Under this theme of unutilized personal traits, the participants expressed their views by presenting the following categories: (i) Feeling locked in, and (ii) Openness to change experience.

### 4.7.4.1 Feeling Locked In

During the interview, participants described their experiences in the workplaces. One of them expressed feelings of being locked in. The participants appreciated the fact that they had well-paying jobs but they still felt an inner sense of dissatisfaction or lack of self-fulfilment because they did not exercise their full potential in their engagements. Some participants said that being observant and curious with things around them, meeting different people in different setups made them delightful, creative and practical. They further explained that working indoors denied them this opportunity. That realization motivated them to change their career, in order to fully exploit their potential and ability. Other participants said that they preferred structured work base. They said that moving from one task to another disoriented them and thus motivated them to re-career. This can be seen in the following expressions:

> *I think working in a place where one's ability and potential is not utilized can make a person think of changing a career when an opportunity presents itself* (interview, Henry {2016-1-8}).
>
> *Yes, I am an extrovert. I like talking, am outgoing and I also love interacting with other . . . As a secretary, I felt locked in one place of work. I desired to move out and meet with others and share ideas, but it was proving hard for me to achieve this dream* (Susan, Interview {2016-2-19}).
>
> *I would feel with the people who came to see the boss with problems and they failed to get assistance. Some would cry in my office. The boss would shout at them. One of our secretaries had to resign because of such frustrations. I felt denied a chance to assist yet I felt that had the energy to do so* (interview, Susan {2016-2-19}).
>
> *When I moved to the HR from the library I felt relieved. I like solving problems and in the library I felt under-utilized* (interview, Henry {2016-1-8})
>
> *It would excite me to meet new people all the time and I would speak about the insurance cover. It gave me more energy* (Interview, Doreen {2016-1-23}).

The above quotations show evidence that participants felt a mismatch between their personal traits and the work they were engaged in. This was not because of lack of

prestige, pay or long hours of work, but they felt their potential was not fully realized. Several scholars concur that personality type has an impact on the career that people engage in. For instance, Zhao, Selbert and Lumpkin (2010) study shows similar results by identifying the relationship between personality and career choice.

The findings of this study are consistent with the findings of a study by Higgins (2007) who argued that personality disposition positively affects re-careering. They argued that the more confident an individual is in his or her abilities, the more psychologically ready they are to take anew or more challenging tasks such as changing a career.

Neapolitan (2008) findings reported that reported that compared to a match of non-changers, career changers expressed` confidence in their ability to make a change successfully. The findings of Willie and Fey (2010) agree with the finding of this study. They found that personality disposition of young high school students had a positive impact on their career engagements. They further found that individuals with high self-efficacy engage in more job search behaviour (e.g. interviews) which can affect one's tendency to re-career. Studies by (Zacher, Biemann & Gielnick, 2012) have found that individuals who are able to know their personality traits early are at an advantage in the world of work.

Woods, Lievens, DeFruytt and Willie (2013) findings agree by stating that people are always seen to re-consider their capabilities in order to match with the current work opportunities around them. Different personalities will seek different working environments. This is a process of career development that has been found to continue throughout one's lifespan (Bottom, (2007); Super, 1980). People's career preferences are presumed to change over time, precipitating re-careering. Working-class students discover their attributes through interactions, continuous training and self-discovery

process. This has raised their awareness leading to a search for more suitable job and hence re-careering.

### 4.7.4.2 Openness to Change Experience

Openness to change is a key predictor change in almost all dimensions of life. People who are open to change are flexible and exhibit a sense of readiness for growth (Willie & DeFruyt, 2010).

Openness is that personal capacity to embrace different and non-customary ideas of change in a particular way (Feldman & Ng, 2007). Openness to experience is one of the domains which are used to describe personality traits related to vocational choice (Willie & DeFruyt, 2014). A person who is open to new career experiences is also said to be imaginative, aesthetic sensitive, attentive to inner feelings has preference for variety and intellectual curiosity (Vinson & Connelly, 2007). Participants of this study spoke of their readiness to change and also the acceptance of the need for new career experience. They also expressed a strong willingness for the new anticipated career change and experience. The appetite or drive to enact or be involved in the career change process can be felt through the following words of one of the participants:

> *I wanted to be out all the time, vibrant, mobile and active in my work . . . this is what I had purposed to do in my life. It was not money or big titles. I just wanted to have a change. I made up my mind one day. I was to go for what I longed for. I wrote many applications. Attended many interviews and one day my dream came to pass. I was taken in as a field worker by a corporate body. I meet new people every day; learn new things by every experience and being outdoors is what gives me energy* (Interview, Sharon, [2015-11-12}).

The above participant shows evidence that there was openness to new experience brought about by the desire to re-career. Studies show congruence with the findings by confirming that individuals who are open to change with high openness to change are curious and have a wide array of interest (Zimmerman, 2008), which predisposes them

to desire new experiences by moving into different jobs and environments. Ibarra (2007) shows that such people have a strong need for career change and novelty, are prone to job mobility (Biemann, Zacher & Feldman, 2012), and have been found to display a greater job mobility than others (Specht, Eglof & Schmukle, 2011). Individuals with high openness to new career experiences can be further characterized by their intellectual abilities and flexibility (Hudson, Roberts & Lodi, 2012) which may lead them to seek intellectual stimulation in their occupation by taking a more challenging work that will take them to exercise their traits.

Ibarra (2007) similar findings show that openness to new experiences is strongly related to divergent thinking and creativity, creativity, which leads to generation of new ideas. One of its facets is generation of new ideas. Additionally, working students with high openness to experience are likely to re-career seek work in complex, self-directed and congruent places that challenging to their work outfit.

### 4.7.5 Theme 6: Need for Career Diversification

Participants expressed how they felt locked in. They also pointed out the need to diversify careers as a way of personal growth. The theme indicated why participants desired to change their careers. These include: (i) Boring (Repetitive) routines (ii) Yearning for more challenging career.

### 4.7.5.1 Boring and Repetitive Routines

Boring and repetitive daily routines were cited by two participants as an aspect that led them to change their careers. Repeating the same work years can be cumbersome and boring. Participants felt the need for change over time. Participants spoke of long hours of work that would involve doing the same work over the years. Others felt they had preference of working situations that were relatively unstructured and which would

allow more interactions through artistic expressions. Others spoke of longing for jobs that would involve manual tasks, especially projects which allow one to be physically active. This longing motivated them to think of changing their career. This is evidenced by the following quotations:

> *From the word go, I knew I was in the wrong place. I was involved in doing the same thing day by day. Parade, roll call, teaching and going home* (Interview, Doreen {2016-1-23})

> *I desired to offer solutions to people rather than answer questions of whether the boss was in or not. When I was taken to the department, I found that I could talk more with people and offer solution because it is more of an advisory place* (interview Susan {2016-2-19}).

Participants' expressions in this study show evidence that repetitive work can positively lead to re-careering. Monotonous work can be tiresome to some people. Fuller and Marler (2009) positively support this study finding, through an elaboration of career mechanism underlying the relationship between introvert and extrovert personality traits within specific career criteria. Their findings indicate that personality traits influence career choice. Erdogan and Bauer (2009) for instance, seem to agree with the findings of this study. Their study shows that extroverts and introverts traits have an effect on career change, if not given those tasks that allow them to exercise their inherent abilities and preferences. Bond and Cheung (2013) findings indicated that people who have high conscientiousness are reliable and responsible. They like to follow a long term plan and goal, and work persistently to achieve goals. Likewise, people with low conscientiousness are not reliable. They prefer working for short-term goals and often shift their focus to more attractive benefits. This explains why they would like to go for new roles over time (Lundeberg, 2007).

### 4.7.5.2 Desire for More Challenging Careers

Desire for more challenging careers involves developing a desire to work in an environment that can put you to think, operate or get you to be more actively involved.

Participants of this study felt that their careers were not challenging enough. This scenario made them desire to change to careers that could make them get more engaged. They also spoke of a desire to have careers that would make them think, become more creative, and "think outside the box." The following quotations provide evidence:

> *I wanted to work in a place where my thinking could be challenged. In my former working place, I only did casual work, organized the books in the library, but I did not feel challenged enough* (Interview, David, ({2016- 1-20})

> *In the office as a secretary, I felt under-utilized. I knew I could do more than receive guests; organize the board room, etc. I could get information from reading, but I had no place to utilize it* (Interview, Susan, {2016-2-19}).

> *I got involved in a WhatsApp group that helped me learn how to retrieve information which was very relevant in career matters. I learnt how to market my skills, which led me to get my current job* (Interview, Faith, {2016-1-4}).

Participants felt that there was more they could do if given a chance. Their responses evidenced a desire to do more engaging work that could force them to think and move out of the way to get it done as opposed to the aspect of specialization where one repeats the same work over time, eventually knowing most of what is there to know (Berndt, 2011). With modern technology, participants felt that there was more they could do if given a chance. Repeating a task make individuals lose interest prompting a desire to re-career (Ogada, 2013). Furthermore, Ebyan's (2011) findings revealed that access to occupational information influenced many young workers to re-career.

## 4.8 Objective Four: To Determine the Influence of Social Interaction on Re-careering among Working-class Students in Selected Kenyan Public Universities

The fourth objective of the study was to determine the effect of social interaction on re-careering. The study sought to answer this question, "What are the perceptions of

working-class students on the influence of social interactions and patterns on re-careering?" The social interaction was gauged on peers' influence, career guidance and counselling, networking, influential relatives.

The study showed that peers' influence, career guidance and counsellor, networking, influential relatives have an association with re-careering. The study sought to test the null hypothesis that stated that there is no significant relationship between social interactions and patterns on re-careering among working-class students in selected Kenyan public universities. According to Creswell (2009), Chi-square analysis is suitable in determination of the nature and magnitude of the relationships between the variables. The chi-square was applied in this study in data analysis by the researcher since it was found to be the most suitable method considering the type of data that is analysed. Chi-square was applied to establish the strength of the relationship and its extent. Hypothesis testing was used that enabled the researcher to make a conclusion either to accept or reject the null hypothesis that states that, there is no significant relationship between social interaction and patterns on re-careering.

### 4.8.1 Extent to which Social Interactions Influence Re-careering

The fourth objective of the study was to investigate the extent to which social interactions influences re-careering among working students in selected Kenyan public universities. The study sought to find out whether the decision to change career was influenced by social interactions among working class students in selected Kenyan public universities. The results are as presented in Figure 4.12.
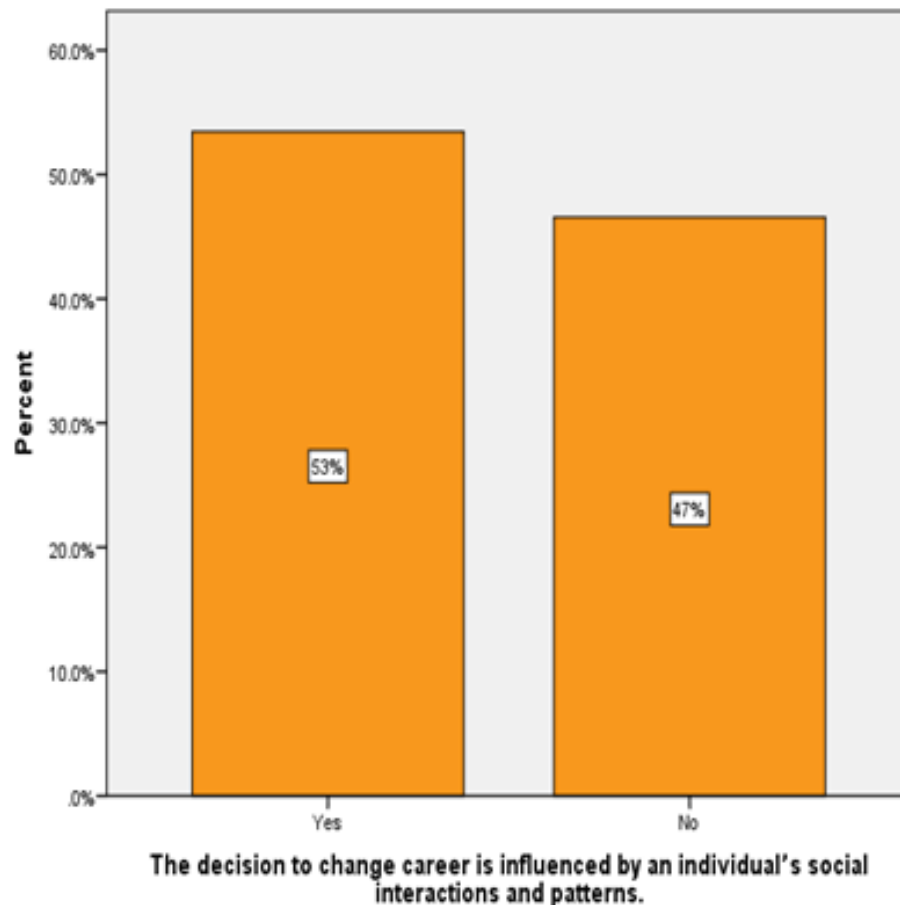
**Figure 4.12: Social interactions and patterns**

The results in Figure 4.12 indicate that, 53 %, of the participants indicated that the decision to change career is influenced by an individual's social interaction and patterns, while 47% indicated that it is not influenced by social interactions and patterns.

**4.8.2 Descriptive Analysis for Attributes of Social Interaction and Patterns**

The study sought to establish the perception of the participants on various statements regarding social interaction. The rating was on a 5 point Likert scale from strongly disagreeing to strongly agree in order of strength. The results are as presented in table 4.17.

**Table 4.17: Descriptive Analysis of Attributes of Social Interaction and Patterns**

| Statement | N | SD | D | N | A | SA | Mean | Std. Dev | Skewness | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Stats | | | | | | Stats | Stats | Stats | Std. Error |
| The decision to pursue a career and change career as well is mainly motivated by influence from friends | 340 | 12% | 10% | 37% | 20% | 22% | 3.64 | 1.08 | -0.84 | 0.16 |
| The decision to change career is motivated by the influence from the peers | 340 | 9% | 14% | 14% | 29% | 35% | 4.04 | 1.19 | -1.18 | 0.16 |
| The decision to change career is influenced by the advice by a career guidance and counsellor | 340 | 15% | 10% | 19% | 33% | 24% | 3.93 | 1.22 | -1.01 | 0.16 |
| The level of networking influences the decision to change career | 340 | 0% | 4% | 16% | 46% | 34% | 3.93 | 1.18 | -1.06 | 0.16 |
| Having influential relatives influences the decision to change career | 340 | 13% | 19% | 19% | 32% | 18% | 3.6 | 1.08 | -0.69 | 0.16 |
| The desire to fit into certain social classes and patterns in the society influences your decision to change career | 340 | 0% | 3% | 13% | 49% | 34% | 3.88 | 1.1 | -1.13 | 0.16 |
| Valid N (list wise) | 340 | | | | | | 3.68 | 1.13 | | |

The findings of the study (see Table 4.16), indicate that majority of the participants, 42%, agreed with the statement that the decision to pursue a career and change career as well is mainly motivated by influence from friends, 63.5% agreed that the decision to change career is motivated by the influence from the peers, 56.3% agreed that the decision to change career is influenced by the advice by a career guidance and counsellor, 80.2% agreed that the level of networking influences the decision to change career, 50.2% agreed that having influential relatives influence the decision to change career.. Those who agreed that the desire to fit into certain social classes and patterns in the society influences decision to change career were 83.8%. The average mean score of 3.68 realised indicated that participants were agreeing with most of the statements while a standard deviation of 1.13 indicated that variations in the responses were minimal. The mean was negatively skewed; an indication that majority rated the various attributes highly.

The findings agree with the argument Creed (2009) who argued that people developed an attraction to their new occupation through information provided by their friends and acquaintances. These findings are consistent with the social network theory. Some participants in Bradley and Devadason (2008) study highlighted on the role friends and peers played in influencing a person to change career. Four participants indicated that friends do open up connection to jobs and career awareness. Others expressed that friends enlighten each other with ideas about the world of work. Peers were also mentioned by four participants to pose challenge on a person's decision to change career while others showed that they can discourage a person to take a job.

### 4.8.3 Results of Chi-square Statistical Analysis on Social Interaction

In addition to the chi-square table, a contingent test was results were being presented in a contingency table 4.17. The contingent table included categorization across two dimensions.

The response from the study showed that the total participants were 340 whereby men constituted 59% and women 41%. This shows that the total number of participants in the study was men 201 and women 139. The researcher showed the responses in the contingency table. The table findings (see Table 4.17) show that a total of 160 men and 95 women stated that they have peer pressure to re-career, which is 75% of the participants. The table also shows that 41 men and 44 women indicated that they have no peer pressure to re-career, which is 25% of the participants. The researcher sought to present peer pressure only because the purpose of the contingent table is to present the measurement in a manner in which a reader can easily understand in the first sight. This purpose was achieved in Table 4.18.

**Table 4.18: Contingency table on social interaction (peer pressure)**

|        | Peer pressure | | |
| --- | --- | --- | --- |
|        | **Yes** | **No** | **Total** |
| Men    | 120 | 81 | 201 |
| Women  | 95  | 44 | 139 |
| Total  | 255 | 85 | 340 |

The results of the chi-square statistic are for social interaction is shown in Table 4.19 which is 2.550 with a p-value of 0.0138. The $p < 0.05$ indicating that there is statistical significant relationship between the variable social interactions and re-careering. The findings of the current study collaborate with other studies that have similar findings. Social interaction has effect on re-careering, and many scholars have confirmed it in

various studies. According to Clark & Lohean (2007), social interactions, is the way people come into contact with others and are mostly influenced to do what others are doing. This implies that social interaction is one of the major factors in re-careering.

**Table 4.19: Social interaction (Chi-Square Tests)**

|  | Value | Df | Asymp. Sig. (2sided) |
|---|---|---|---|
| Pearson Chi-Square  Continuity | 2.550 | 1 | .0138 |
| Correction | 1.866 | 1 | .172 |
| Likelihood Ratio  Linear-by-Linear | 2.513 | 1 | .113 |
| Association | 2.542 | 1 | .111 |
| N of Valid Cases | 340 |  |  |

**Hypothesis Testing: $H_{04}$;** There is no significant relationship between social interaction and re-careering among the working students in public universities in Kenya.

The findings of the study indicate that social interaction had significant association with re-careering among working students in public universities in Kenya. Peer influence, career guidance and counsellor, networking and influential relatives represent the variable which is social interactions have association with re-careering. Peer influence has a relationship with the re-careering among working students in public universities in Kenya with a p-value of 0.0113(< 0.05), career guidance and counselling has relationship with re-careering among working-students in public universities with a p-value of 0.0282(<0.05), networking also has association with the re-careering with a p-value of 0.0362. The study also established that influential relatives have association with re-careering with p-value of 0.0266(<0.05), (see Table 4.18). This shows that all the parameters representing variable of social interactions have relationship with re-

careering among working students in public universities in Kenya as shown in the study.

In consideration of the findings from the hypothesis testing, there is an indication that all the parameters in the variable of social interactions are statistically significant. They show that there is association between the social interaction and re-careering among working students in public universities. Thus, the researcher rejected the null hypothesis that indicated that there is no significant relationship between the dependent and independent variable. The study shows that there is significant relationship between social interactions and re-careering. Edwards and Quinter (2011) indicated that the social interactions determine the easiness of re-careering and this was found to be more accelerated by increase of career websites and unceasing flow of occupational information.

The findings of the current study agree with the findings of a study by Vouriner, and Samson (2011) which stated that having limited job opportunities affects career choice. The findings also agree with Issa and Nwalo (2009) who found that students' choice to pursue certain careers is mainly influenced by the available sources of information on the course which included parents/relations and peers. Furthermore, the findings agree with the findings of a study by Wolff and Moses (2009) which stated that cultural and social context of family and community are instrumental in how youth learn about careers and influence in the choice process. The economic and social circumstances of the broader community coloured and influenced the youth perceptions about appropriate career choice.

These findings also confirm the findings of a study by Adjin (2009) which showed that majority of students of Sogakope and Dabala received help from their parents/guardians

in choosing career. Also, fellow students or friends who are close associates also influence the individual students in making their choices. The findings also confirm findings of a study by Dickmann and Doharty (2008) which found that prestige, social interaction and economic reward were the most important factors that determine re-careering.

These findings imply that individuals can be influenced to make decision of changing careers by the friends or relatives whom they relate with. Some participants indicated that friends do open up connections for other job and career avenues through modern technology dynamics. Others expressed that friends enlightened them with ideas and opportunities that were arising in the world market and this contributed to their decision to change their careers. This was mainly attributed to information channeled through avenues like LinkedIn whereby individuals give their full profiles and express a desire to look for greener pastures directly. Peers also help each other identify needs that are arising in the community, and they also assist in contacting and linking others with employers. Liaising with the world of work is a networking business that is highly enhanced in the world today, and therefore social interaction continues to play a key role in influencing individuals' decision to change career.

**4.8.4 Qualitative Analysis on the Influence of Social interactions on Re-careering among Working- Class Students in Selected Kenyan Public Universities.**

The fourth aim of this study was to establish the extent to which social interactions and patterns influence an individual's decision to re-career among working-class students. The research question addressed in this section was, "What are the perceptions of working class students on the influence of social interaction and patterns on an individual decision to re-career?" The findings highlighted two themes: (i) Improved career network system (ii) External pressure.
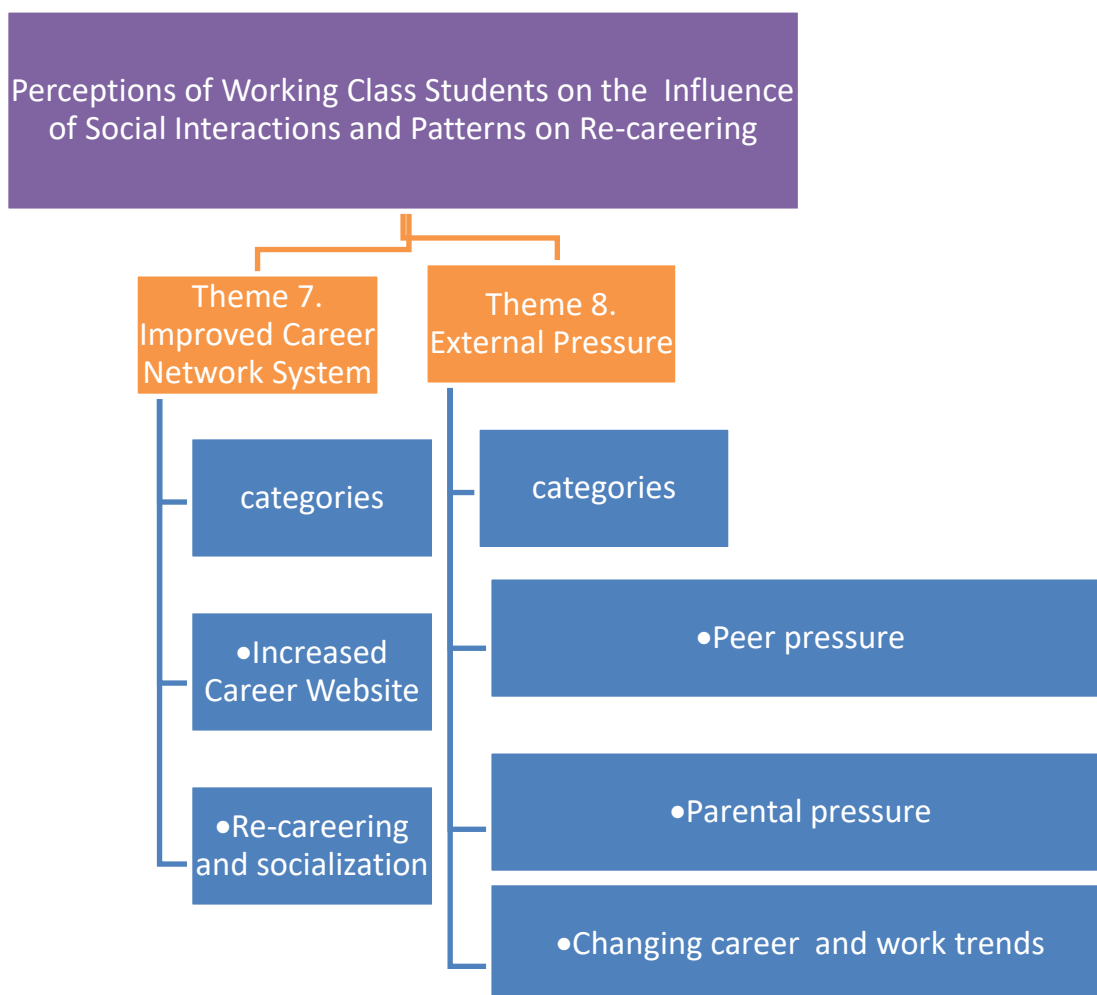
**Figure 4.13: Perceptions of working class students on the influence of social interactions in re-careering**

The findings generated two themes, namely; (i) Improved career network system, and (ii) External pressure which are discussed here below:

**4.8.5 Theme 8. Improved Career Network System**

Participants in this study felt that the rise of many network sites led to the rise of re-careering. According to them, the network theme involved two factors identified as increased career websites and need to socialize.

**4.8.5.1 Increased Career Websites**

A career website is a website that deals specifically with employment or careers. Through a career or job website, a prospective employee can locate and fill out a job application resume over the internet for the advertised position (Ceale, Dana & Gudela, 2015). Career websites also play an important role in helping employees post comments about their experiences in working for a company or organization (Roxana, 2015). Typical comments are about management, working conditions and pay (Maurer, 2013). Employer review websites also provide links with future jobseekers as they review them on the internet.

Participants spoke of the rise of diverse career website and increased access to career information through the websites, posting, reviewing and applying for any new job that would fit them. In the process, a network system develops, which informs the participants of the jobs available in the job market.

This is evident from the following quotations:

> *I got to know of an advertisement of a job through the internet. I was always checking* (Interview, David, {2016-2-23).

> *A friend of mine connected me to LinkedIn. He advised me on how to write my profile and connect with others. That's how I got an opportunity to circulate my profile online* (Interview, Doreen {2016-1-23}).

> *Social interaction links a person to more friends. More network, more connections. Friends chatting can also encourage or discourage each other about job regarding to pay conditions or chances of getting employment* (Interview, Faith {2016-1-14}).

> *Social interactions open up connections and expands network. When people socialize even on Facebook, one realizes that there are opportunities to develop career-wise. A friend of mine encouraged me to pursue a master degree* (Interview, Sharon {2015-11-18}).

Steinfield & Whitten (2009) researched about social platforms in work settings and stated that people use these platforms almost exclusively to communicate with those they know especially on career matters. Beauregard and Henry (2009) observed that increased collaboration through social network can stimulate knowledge sharing between individuals with a common need, like a job seeker Bankole (2015) argues that with the heightened popularity of social career networks and twitter, it is tempting for employees to spend all their time online looking for jobs.

A study carried out in Kenya by Talent Solutions (2015) cited the motive for changing career as step toward career advancement and growth, investment in referrals, better compensation, opportunity for skills advancement and rise of career websites. The rise of career websites and on-line engagements have been cited by career researchers, such as Trends and insights for Africa(TIFA) as a main factor that leads to career change (Trends and Insights for Africa[TIFA], 2017). TIFA (2017) also shows that traditional job advertising platforms like newspapers are no longer considered as key sources of career information today. Although newspapers are used by about 26 % while career agencies and recruits are about 9% mentions, the findings of TIFA (2017) indicate that online career sites are most popular to re-careers, with 60% mentions, followed by LinkedIn with 23%.

### 4.8.5.2 Re-careering and Socialization

Participants of this study described how their peers and workmates socialization made them to re-connect with others who had valuable information concerning career avenues and which made them to re-career. This involves texting each other, connecting on twitter, Facebook and other avenues of media. In the process of this communication, participants indicated that they were able to exchange information concerning their

work. This led to openings of career avenues which they otherwise may not have known. The following quotations provide evidence to these quotations:

> *I had a friend whom we used to socialize on Facebook. Once he told me of an interview which he was attending and how he landed in the job. From there I develop interest and soon I was on the run also* (Interview, Helen {2015-12-20}).

> *To me a social interaction with friends gives me a wide network of friends who helped open up channels of working elsewhere. Also friends share ideas in the world of work* (Interview, David {2016-1-23}).

> *Most of the time friends enlighten you. They also challenge you in case you are doing a low paying job and boost your curiosity* (Interview, Doreen {2016-1-23}).

> *I was highly motivated to move up when I shared with some of the secretaries who used to work for big companies. They were also furthering their education. We used a slogan, 'Looking for greener pastures.' Finally, it worked for me* (Interview, Susan {2016-2-19}).

The quotations cited above confirm that socializing among peers leads to an awakening for self-improvement. This self-improvement took the form of career change for the above participants. In a study undertaken of mid-career changers interviewed by Neapolitan (2008), it was reported that they developed an attraction to their new occupation through information provided by their friends and acquaintances. These findings are consistent with this study's findings. A qualitative study by Lewis and Thomas (2007) reported that majority of engineers and scientists who changed occupation relied on their social networks of friends. However, this was a qualitative study, an aspect that differs from the current study which adopted both quantitative and qualitative approach. Another study by Ogada (2013) sought to establish how social capital influences career success among the staff of Mombasa County Government. The findings indicated similar results in that it showed that diverse network resource (social capital) added a lot of value to their career success and growth. However, the study of

Oganda (2013) focused on career success while the current study focused on re-careering.

### 4.8.6 Theme 9. External Pressure

External pressure in this study is taken to imply any extra-demand that is exerted upon an individual. This extra-demand could be emotional, physical, financial or psychological. Participants in this study expressed that they received such pressure to change their careers from friends and family circles. Parents were also mentioned to have exerted some pressure on some of the young participants of this study. External pressure was seen to emanate from (i) peers (friends) and, (ii) parents (iii) changing career trends.

### 4.8.6.1 Peer Pressure

In this study, peers exerted both emotional and psychological pressure on the participants either knowingly or unknowingly. Peer pressure is the influence exerted by friends, age mates or colleagues (Ryan & Fleming, 2012). Peer pressure is not only limited to young people or children. It can also be present among adults who are living or working together. The main element in peer pressure is external demand from others to conform to some laid out values, attitudes or behaviour in a certain area (Clark & Lohean, 2007). Participants spoke of peer pressure tendencies exerted by friends that made them to re-career. This pressure led to the participants to change their careers along the way. The following quotations give evidence:

> *My friends who were working in big companies made me feel the need to change my career from teaching to work in the bank. I felt short-changed seeing that we were in the same class and they were earning more than me* (Interview, David {2016-1-23}).

> *I did secretarial initially not because of my choice but my parents were acquainted to it. They had no other knowledge of career. I had all along desired to be in HR but they forced me to do secretariat work* (Interview, Susan {2016-2-19}).

> *I felt I was lagging behind every time I had a chat with my friends. They would talk of attending workshops both locally and internationally. I was demoralized working for the government* (Interview, Ken {2016-2- 22}).

The quotations cited above explain how the working class students felt pressurized by both their friends and parents to the extent of changing their careers. Stuart (2010) contends that peers' attitude toward career success may increase or decrease a person's confidence in a certain career. He further noted that young people are easily influenced by their peers because they rely on their friends to provide validation of the choices they make in life, including career decisions. Brendt, Laychak and Park (2011) indicated that some of the closest friends exert strong influence on an individual. This is because in social circles, there is a strong pressure to conform. Chikomba (2015) study is in agreement that peer pressure has significant influence on re-careering. Wolff and Moses (2009) study also supports the finding that every generation of people and probably several generations adopt certain careers as ideal and this leads to development of re-careering tendencies.

Furthermore, Gitonga (2011) investigated the role of agents of socialization in influencing career matters in Nairobi Institute of Business Studies (NIBS). The research findings revealed that agents of socialization influenced career choices and development. However, the degree of influence varied with parents acquiring the highest percentage of 40%, peers 34%, media 18% and teachers 8%. Based on these findings, it was recommended that parents should not force their children into taking careers which they do not aspire for. Gachohi (2015) assessed the role of career guidance in secondary schools. The findings showed conformity with this study in the area of effect of socialization in the students' career choice decision. Gachohi further elaborated that those peers who exert the greatest influence are often those that are at

an achievement level similar to theirs. However, these studies majored on career choices of youngsters while the current study had participants of multiple ages.

### 4.8.6.2 Parental Pressure

For the purposes of this study, parental pressure experiences are defined as the felt coercion from parents or significant others to adopt, chose or follow a certain career opinion that is not a preference of an individual (Clark & Lohean, 2007). Parental pressure has been linked to re-careering owing to the great influence parents and the larger community play in the career development of a child. Participants showed evidence of parental pressure that they experienced as they made their initial career choices which later on made them to think of re-careering so as to get into their dream careers. The participants' expression is evidenced by the following:

Participants showed evidence that parents have great influence in the career path of their children. Since career development is a life-long process, parental influence has life-long impact on an individual. For example, various constructs influenced largely by family and social environment including family values, religious background, culture and political affiliation, have been found to be integral to life and career development (Savickas & Porfeli, 2012). Parents in particular have been found to have great impact on young adolescents (Bankole, 2015). Additionally, Wilensky (1961) study had similar findings on parental pressure on career paths of their children. Watson, McMahon and Foxcroft's (2010) findings showed similarity with this study in that their findings showed parental pressure was exerted on the participants in their career decision.

Parental pressure can take many forms. Some parents may coerce their children to take careers which they dreamed of but failed to achieve. In other words, they may try to

live out their dreams in their children. Other parents may want their children or continue with their dreams by taking careers which they also took. All these forms of pressure lead to re-careering later. This is because the children may want to find themselves and engage in careers that best fit their interests. The level of parental involvement in a child's life, whether positive or negative, can impact how the child chooses a future career and whether the child maintains that career or not.

The finding of a study done by Slay (2009) claimed that parents with higher income jobs called on their children to change their careers more than parents with jobs that fall on the lower spectrum, such as teaching, who even discouraged their children from remaining in teaching. Bandura, Barbaranelli, Caprara and Pastorelli (2001) attests that parents can influence their children about occupational choices at an early age through the way they present information, as well as the experiences they provide to the children as they grow up.

The socio-economic level of the parents also appears to exercise the most potent influence of all. The level and quality of education available and aspired to, as well as the level of work aspired and accessed, are greatly affected by the family's social contacts. Students from families with higher financial resources have higher career aspirations and better chances of finding employment than a person from a low level family (Koestas, 2011). Students from well-off backgrounds may have better social networks or connections and better chances to further their education compared with those from low-level financial backgrounds, thus making them to aspire to re-career and be competitive in the job market (Robert, 2011).

### 4.8.6.3 Changing Career Trends

Changing trends in this study is taken to mean, "A pattern of gradual change in a condition, a process, or an average general tendency of a series of data pointing to a turnover in a certain direction observed over a period of time" (Gathigia, 2011). Sometimes such trends are represented by a curve or line (Gachohi, 2015). Change in career trends are therefore tendencies of change that appear in the job market often observed over a period of time. The participants in this study mentioned of their experiences in their lives which emanated from the influence of rapid career changing trends. Majority of them were in agreement that the career trends are rapidly changing today. These changes are seen as resulting mostly from the influence of modern technology which offers unceasing flow of information and wide network patterns. Their expressions are evidenced by the following quotation:

> *My personal view is that today one is not limited to one career as before. A person can change his or her career as many times as possible and it is quite acceptable (interview, David*, {2016-1-20}).

> *I was connected to LinkedIn by a friend of mine who was working in an ICT Company. He had a pool of friends who were professionals and whose network was very rich in terms of career profiles. This is the link that opened my eyes to the world of work and finally I managed to get a link* (interview, Doreen, {2016-1-23}).

> *We would make fun in the office and say, once a teacher always a teacher. But I made up my mind that after five years in the teaching profession, I had to make another move* (interview, David, {2016-1-20).

> *Many of my friends wondered why I had to change my job after all being a banker as a good job. But after working for seven years in the bank, I felt I needed a change. I had a rich network of friends through Facebook and LinkedIn profiles. I once learnt of an opportunity of job vacancy while chatting with a friend on Facebook . . . And that's how I landed in my current job* (Interview, Faith, {2016-1-14}).

The above excerpts show that the need to re-career lurked in their minds as they continued to work. Career changing trends are on the rise globally. This may be

attributed to the growing modern technology which provides unceasing information about the growing career trends in the job market both locally and globally. Through a study done by a Canadian professional group (Our Canadian Professional Team, 2014); a Workopolis (which is a leading Canadian website that provides services for online job search in Canada) was polled to analyse about 7,000,000 work histories of Canadian workers' resumes. It was found that many Canadian workers will likely work for over 15 jobs in their career lifespan. It was further noted that since 2014 years and beyond, the number of people still working in their initial careers had doubled from 16 % to 33%. This trend has been found to be double in recent years, almost rising from 33% to 51%.

In Kenya, the change in career trends has also been observed. To give rise to the Human Resource Management, Brighter Monday partnered with TIFA Research Firm (TIFA, 2015) to produce a comprehensive the study interviewed a working class majority through online interviews. The study aimed at accessing the perceptions of career changers and employers toward the change in career trends. It also sought to establish the reason that made the workers to shift from one job to another within the next ten months of the study period indicated. The findings of that study indicated a rapid rise of career changing patterns.

Looking at the total sample of that study (TIFA, 2015) which was 784 participants, 53% were already a working class group. The findings of that study furthered revealed that 84% were actively looking for another job while 15% were passively doing so. Job searching and networking as well as adjusting to the career changing trends have taken an enhanced importance and that perhaps explains why many working class people are resulting to going back to school. This trend appears to have a long history. It also does not appear to be ending soon. According to a Fact Sheet compiled by Sloan Work and

Family Research Network in 2014, individuals born between 1965 – late 70s are likely to go back to school for further learning, a move seen to support re-careering in the future. The younger generation well known as 'Generation X' are more likely to change their careers. A study conducted by generation@worksurvey (2016) revealed that 91% of participants born between 1977 and 1997 expect to change their careers every 3 to 4 years. Millennial are not only planning to change their career but are actively doing so through the career websites platforms and other online avenues.

## 4.9 Conclusion of Thematic Analysis

From the thematic analysis, eight themes emerged to answer the four sub-questions. Collectively, all the eight themes focused on the main research question phrased as, "Determinants of Re-careering among Working Class Students in Selected Kenyan Public Universities." The themes point to the perceptions of the participants of the study on the role of academic performance, working conditions, personality disposition, and social interactions and patterns in influencing an individual's decision to re-career.

The themes revealed that academic performance had a significant influence on the participants' decision to re-career. An increase in academic training and skills enhancement boosted the participants' confidence and opened more career opportunities for them. At the same time, the themes revealed that unhealthy working conditions had a significant role to play in their decision to re-career. It was also found that personality disposition had a significant influence in re-careering among the working class students. The desire for more challenging careers and need for career diversification led the participants to desire to move out and re-career. Finally, it was clear that social interactions through online career websites and external pressure (through friends and parent) also played a significant role in the participants' decision to re-career.

**4.10 Chapter Summary**

This chapter has presented the data collected from both questionnaires and interviews. The data were interpreted in terms of the main research question and sub-questions. The findings showed that academic performance, working conditions, personality disposition and social interactions and patterns have significant influence towards re-careering. The Chi-square statistical analysis showed that there is a significant relationship between the selected determinants in re-careering and that the variables of the study selected were strong predictors of career change.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## 5.0 Overview

This chapter presents a summary of the research findings based on the study objectives, conclusions from the findings and recommendations drawn from the conclusions of the study. The chapter also includes a section on suggested areas of further research that has arisen from the analysis of the findings.

## 5.1 Summary of the Study Findings

This section presents the summary of the study findings in line with the study objectives: academic performance, working conditions, personality disposition, and social interactions. The summary includes both quantitative and qualitative findings.

This study's purpose was to establish the determinants of re-careering among working-class students in selected Kenyan public universities. Based on demographic analysis of the sample which was assumed to be representative of the population under study, various observations were made. With respect to gender, it was found more males had re-careered at least once at the time of the study. The study observed that 59% of the participants were males while 41% of the participants were females in the study (see Figure 4.1). The reason of having more male than female participants in the study could be that more male would prefer careers that are more rewarding in short run and they tend to become dissatisfied easily than women. This implies that tendency to have gender imbalance in work places develops when the initial set up of people's career or the course allocations become distorted. Likewise, males it has been observed that men tend to be more influenced in their decision to re-career than women. This is because men take the responsibility to provide for their families in a deeper manner and are therefore more pruned to look for better working places so as to meet that need.

In addition to gender findings, the study also analysed the age factor of the working-class students at the time of the study. The study findings showed that the bulk of working class students were in ages 31-40 years of age. The results indicated that majority, 59%, of the participants were in the age bracket of between 31 to 40 years; 21% were in the age bracket of 21-30 years; 16% were in the age bracket between 41-50 years while only 4% of the participants were below the age of 20 years (see Figure 4.2). The probability of having majority in the age bracket of 31 to 40 years might be because these are formative years of career development and many people are still unsettled in regard to which career is more satisfying since at that age many people have a tendency to seek for a way up and out of different careers. Younger people are less likely to have made substantial investments to entrench themselves in a particular occupation compared to older people. With regard to those who had re-careered, findings showed that majority of the participants with 60.3% had re-careered, while 39.7% had not.

The study also sought to analyse the educational background of working- class students at the time of the study. It was found that majority of the participants had a first degree as represented by a percentage of 66%. The second largest group of participants had masters at 32% while the minority, 2% of the participants, had a Ph.D. degree (see Figure 4.3). The implication of the largest group having a first degree could mean that this group is still on transition and may not yet be settled in life and in career matters to be more precise. Therefore, their determination of which career path to follow is not yet established. The researcher's view is that the 66% participants who had a first degree may find re-careering easy to undertake in life. This imply that working –class students who had a first degree had not yet settled down in their careers and were eager to look for greener pastures at the time of study.  At masters' level, people have

somehow started to settle in their areas of specialization, thus they may not value re-careering much. At Ph.D. level, people have fully decided on the career path, thus minimal need for re-careering. The need at Ph.D. level may be geared toward more mastery and expertise in a certain field that may ultimately lead towards consultancy and freelance work. With regard to marital status, single working –class students were found to be more eager to re-career (with a participation of 60%), more than married students (with a participation of 40%), (see Figure 4.4). Single people are perceived to be more focused and easy to adjust to new working environment than married people, for the simple reasons of multiple commitments to their families. The findings also imply that married people may be hesitant to re-career due to the challenges that family members may face during the period of adjustment.

To establish the chances of participants re-careering, findings showed that majority of the participants (58.1%) had re-careered thrice, while 38.5% had re-careered twice. Only 3.4% stated to have re-careered once (see Figure Table 4.2). In establishing the future prospects of re-careering, all the 340 participants indicated that they would re-career if given an opportunity (see Table 4.4). The study findings showed that re-careering was a viable option of the majority of the participants. Even the 39.7% who had not re-careered in their lifetime wished to re-career in the future. This implies that though they had not re-careered, they were open to change. It was found interesting establish why these working class students did not re-career though they remained open to change.

Since the purpose of this study was not to determine why the participants failed to re-career even when they were open to change, this study did not pursue that direction but sought to establish the triggers of re-careering among the working class students. The

results showed that academic qualification, working conditions, personality disposition and social interactions contributed to the quest of moving to different careers.

## 5.1.1 Influence of Academic Performance on Re-careering among Working- Class Students in Selected Kenyan Public Universities

This study sought to establish the influence of academic performance on re-careering. The study showed significant relationship between academic performance and re-careering. The result of the chi-square test showed a significant association of 2.566 with a p-value of 0.0109. The $p < 0.05$ indicating that there was a statistical significant relationship between the variable academic performances and re-careering (See Table 4.8). The study findings imply that when people improve their academic performance in terms of advanced learning and training, it consequently boosts their confidence to move out and look for other greener pastures. In addition to this, acquiring more skills creates a sense of inner security that an individual feel in possession of what it takes to re-career.

This implies that academic qualifications often provide opportunity to venture into new fields, making a worker to think of re-careering. Increase in one's academic qualification has significant impact in a person's life. It increases the opportunities to discover other career avenues (Sally & Arnup, 2011). Advance training also enriches an individual's resume and widens the exposure to other career avenues (Gathigia, 2011).

Similarly, these study's qualitative findings indicated that working-class students who had re-careered were more enthusiastic in changing their careers than those who had not. During the interview, working-class students generally agreed that academic performance for the simple reason that it boosted their confidence, increased their

exposure and opportunities, lowered the job risks and enhanced the sense of inner security, thus leading to re-careering moves when the opportunity prevailed. The fact that acquisition of advanced skills and knowledge made them confident proves that academic performance led the working-class students to re-career.

This study findings further evidence that the higher the academic qualifications, the higher the need for re-careering. In essence, therefore, re-careering students appeared very keen on improving their academic skills and training because it offered them a basis of re-careering in the future.

### 5.1.2 Influence of Working Conditions and Re-careering among Working-Class Students in Selected Public Universities

This study also sought to establish the influence of working conditions on re-careering among working-class students in Kenyan public universities. Findings from this study suggest that unhealthy working conditions had influenced the working-class students to re-career. Chi-square analysis test revealed that there was a significant statistical relationship between working condition and re-careering of 2.569 with a p-value of 0.0117 (see Table 4.12). The $p < 0.05$ indicating that there is statistical significant relationship between the variable working condition and re-careering. This shows that workers who work in unhealthy environments look for other places to work (Kumar & Jain, 2010; Rajni, 2011). Smart and Peterson's (2007) longitudinal study found that working conditions and career stability were not an antecedent of career change, although those who had re-careered appeared happier in their new jobs. This implies that working conditions are an essential factor in re-careering; therefore, they are likely to influence the re-careering and career path that a student can undertake.

Findings revealed that prolonged working hours, working environment, overloaded workloads, and lack of fringe benefits and incommensurate wages triggered the mind to re-career among working-class students. Working hour's factors were identified as time taken in the workplace. These included reporting and departure time. Long working hours were a source of concern among working students. This study has also added to this contention, confirming that there clearly exists a huge gap between the time the working student would like to work and the actual time spent at work. Working students in this study were keenly aware of the inadequacy of their resting time and the situations they faced in their daily work. As a result, majority of them sought re-careering in specific related areas to fill up this gap.

This study's Qualitative findings showed that working students also experienced stresses within their working environment and it placed an emotional burden on them, constraining them from effectively executing their duties as expected. The findings also revealed that job-related factors such as overloaded programmes, prolonged working hours and lack of job flexibility led to increased pressure that triggered the desire for re-careering (Lance & Self, 2010). Despite the effort of individual workers to meet their targeted roles, unspecified duties, conflict with employers and employees and additional responsibilities took toll and led to poor performance and de-motivation of the workers.

In every working place, there are goals or targets that are set to enhance performance. Those goals or targets enable workers to evaluate their performance and to know whether they are moving on the right direction. The targeted goals serve as an indicator of performance and effectiveness. Sometimes employers will use the targeted goals as a measure of effectiveness of a worker. Some participants of this study felt that some employers will set very high targets that are hard to achieve. Working in such an

environment made some participants to feel uncomfortable in their working place and a growing desire to change to another career developed. As a result, these issues were impacting heavily on their need for re-careering in order to change the working environment. During the interviews, the working-class students revealed that lack of a healthy working environment, respect, realistic expectations, and work-life balance played a huge role in influencing the thought of re-careering.

During the interviews, unrealistic working expectations from the employer affected the working-class students' performance and welfare. They stated that their expectations failed in terms of the workload given and time allocated. In this context, unrealistic expectations meant setting of very high standards of expectation in the workplace. Participants felt that their employers set working targets that were too high to achieve. They also spoke of having had to go an extra mile beyond the normal working hours to meet the set deadlines. The targets set for them to achieve over a certain period were not achievable. They felt overworked. Furthermore, there was no compensation for overtime work or effort put. Participants recalled the stressful moments they passed through which led them to look for relief elsewhere and thinking about re-careering:

## 5.1.3 Influence of Personality Disposition and Re-careering among Working Students in Selected Kenyan Public Universities

In this study, personality disposition considers parameters such as conventional personality, enterprising personality, social personality, investigative personality, realistic personality and artistic personality. The findings of this study showed that there existed a relationship between personality disposition and re-careering. The results of the chi-square statistic for personality disposition show a significant statistical relationship of 2.550 with a p-value of 0.0139 (see Table 4.18). The $p < 0.05$ indicating that there is statistical significant relationship between the variable personality

dispositions and re-careering. These study findings showed that individuals who are able to discover and apply their personality traits early enough are at an advantage because they do look for opportunities that utilize their inherent abilities. Individuals who are open to new experiences and interactions are also able to explore new career opportunities, thus they are quick to think of re-careering (Ibarra and Hunter, 2007). This implies that personality disposition plays a key role in re-careering.

Qualitative results revealed that though workers may have well-paying jobs, they still do not get the satisfaction desired. Workers who preferred working in outdoor engagements expressed dissatisfaction in their career, which enhanced their decision to re-career. Contrary to this view, workers who preferred to work indoors expressed dissatisfaction due to constant mobility that disorientated them and thus caused them to re-career. In both views, the workers felt dissatisfied because of their different personality orientations that triggered a desire to re-career. Findings revealed that desire for more challenging careers, feeling locked in and unutilized played key roles in influencing the workers' decision to re-career.

Studies by (Zacher, Biemann & Gielnick, 2012) have found that individuals who are able to identify their personality traits early have an advantage in the world of work. Since re-careering is a process that continues in one's life, people tend to re-consider their capabilities in order to match with the current work opportunities. Therefore, it follows that different personalities seek different working environments. Working students have managed to discover their attributes through interactions, continuous training and self-discovery process, which has raised their awareness, leading to a search for more suitable job and hence re-careering.

**5.1.4 Influence of Social Interaction on Re-careering among Working –class Students in Selected Kenyan Public Universities**

The study sought to establish the influence of social interaction in re-careering among the working-class students. In this study, social interaction parameters were family members, peers, network system and career guidance and counselling. Findings showed that social interaction is a major determinant of re-careering among working students in public universities, with 53% indicating that it influences re-careering, whilst 47% said it did not (see Figure 4.12). The study further revealed that a significant relationship existed between social interaction existed at a significant level of 2.550 with a p-value of 0.0138 (see Table 4.17). The $p < 0.05$ indicating that there was a statistical significant relationship between the variable social interactions and re-careering.

This above indicated findings showed that social interaction is one of the major factors that influenced working-class students to re-careering. Peer influence, career guidance and counsellor, networking systems and influential relatives the parameters representing the variable of social interactions and which the study sought to establish the relationship with re-careering among working students in public universities in Kenya as shown in the study.

Peer pressure as a parameter of social interaction triggered re-careering. In this study, findings showed that lack of guidance and counselling made them make poor career choices which they later had to reconsider, and eventually re-career. Once again, the focus of social interaction particularly peer pressure came up in that study, with working students reflecting that their re-careering aspects focused more on peer pressure than guidance and counselling. As a result, they were not well guided and counselled as they engage in re-careering. Clearly, findings showed that there was need

to the train teachers of guidance and counselling as well as career personnel in order to help working students to adapt to the realities of re-careering.

Findings also showed that working students also experienced stresses within and outside of work that placed an emotional burden on them due to peer pressure, monetary gain progress, constraining them from effectively deciding on their way forward related to re-careering. They were grappling with transference issues, where they were unable to separate their own personal decisions from what their colleagues and friends who were pressurizing them to be what they did not want to be. As a result, these issues were influencing heavily on their career choice

The study findings also revealed that social media facilities like (twitter, face book and others) provided motivation for the workers to re-career. Workers compared themselves with their peers in the society, a situation where working in their current professions took a toll on their liking of their field of specialization, which eventually reflected on their desire to re-career. In the case of working students, there were no support structures in place to facilitate the processes of guidance and counselling that would enable them to make proper decisions on the right career choices from the beginning.

The study revealed that technological growth had great influence on re-careering among working-class students in selected Kenyan public universities. Technological advancement has gained attention globally in the recent and this has been attributed to the increase of career websites. Through a career or job website, working students could locate and fill out a job application resumes over the internet for the advertised position. Career websites were seen in this study to play an important role in helping employees post comments about their experiences in working for a company or organization.

**5.2 Conclusions**

Based on the summary findings, the study concluded that the four selected factors namely; academic performance, working conditions, personality disposition and social interaction, generally influence re-careering among working- class students in selected Kenyan public universities. Therefore, the following conclusions are based on the specific objectives of the study.

**5.2.1 Conclusion on the Influence of Academic Performance and Re-careering among Working- Class Students in Selected Kenyan Public Universities**

This study investigated working student perceptions on the influence of academic performance on re-careering. It was concluded that additional training, skills acquisition and experience by working students positively influence re-careering. Findings on working students concluded that those with low academic qualification and no extra training rarely think of re-careering. The high score in academic qualifications explain the simple reasons why the participants were furthering their education at the time of the study. This backs the findings of this study, that academic qualifications and training increases the likelihood of getting more pay and ultimately re-careering. The study conclusion is that increase in academic performance in terms of training, advanced learning and exposure positively influences working-class students' decision to re-career.

**5.2.2 Conclusion on the Influence Working conditions and Re-careering among Working- lass Students in Selected Kenyan Public Universities**

Findings of this study led to the conclusion    that working conditions significantly influence re-careering.  Working students worked long hours, reported early, had low salary increment, unhealthy working relationships, and fatigue all led them to re-career. However, in qualitative analysis, several issues of concern came up as far as the

working conditions were concerned. The fact that some students report early in the morning and others in the evening without consideration of the eight hours as recommended by labour ministry demoralized the working students, thus, heightening the need for re-careering. The participants expected salary increase as they gain experience, but their employers did not honour this, thus tempting them to think of re-careering, the fringe benefits were minimal to the working students as found in this study. The monetary compensation failed to match their expectations, thus they opted to change their careers. Working students compared themselves with others in different sectors and felt demoralized. This was because their counterparts were far much ahead in terms of wages paid. This motivated them to change their careers so that they could get more benefits. This study finding concludes that with no deliberate effort of the employer to cater for the well-being of the working students, re-careering was the only choice to make.

### 5.2.3 Conclusion on the Influence of Personal Disposition and Re-careering among working-class Students in Selected Kenyan Public Universities

Personality disposition concerns conventional personality, enterprising personality, social personality, investigative personality, realistic personality and artistic personality. From the findings of this study, it was concluded that working students at public universities encountered personal and work related constraints in their respective working stations. Personality traits that the working students brought into the workplace did not match with the prevailing working environment, thus they felt underutilized making them to re-career. Findings of this study also concludes that discovering one's personality traits can enable a person to make adequate career choice.

The study also concludes that there were workplace factors that existed within the employment that constrained the effective application of their professional skills. Due

to competing interests among peers, working students lacked the sufficient time to fulfil their potential. Majority of the working-class students felt locked in, meaning they desired to perform in areas where their talents and abilities applied. Others longed for careers that could challenge their thinking more. This caused them to move out of their current occupations.

### 5.2.4 Conclusion on the Influence of Social Interactions on re-careering among Working-Class Students in Selected Kenyan Public Universities

Social interactions parameters considered in this study were interaction between family members, peers, network systems and career guidance and counselling. The findings concluded that social interaction had significant influence among working students in Kenyan public universities. People develop attraction to new occupation through information provided by friends and acquaintances. This study observation led to the conclusion that increased collaboration through social network did stimulate knowledge sharing between individuals with a common need like a job seeker. The rise of career websites and on-line engagements was seen   as a main factor that leads to career change, whilst, socialization of working-class students with peers and workmates made them to re-connect with others who had valuable information concluded that parents had great influence in the career path of their children.

Parental pressure was seen to take many forms. Findings of this study showed that some parents coerced their children to do careers which they (parents) desired to do but failed. Therefore, this study concluded that the level of parental involvement in a child's life, whether positive or negative, can affect the choice of a career and eventually led to future re-careering tendencies. Since research has proven that academic performance, working conditions, personality disposition and social interactions and patterns can

trigger re-careering, the study makes a few recommendations in the following paragraphs.

## 5.3 Recommendations

The basis for recommendations is the results of the objectives' analysis, individual interviews and conclusions related to the findings of the study. Business practitioners stand to benefit directly from the outcomes of this study. Direct beneficiaries include human resources practitioners and providers of vocational and career guidance in Kenyan learning institutions. Deans and Educational policy makers in Kenya can benefit from the study findings and help students in career choices.

i.   Human resource practitioners can benefit on multiple fronts including hiring right in the first place retaining existing staff, and guiding succession planning. Predicting employee churn due to re-careering can help an organization to proactively manage existing tools, update recruitment plans and budget to mitigate the adverse consequences of talent loss. When hiring for roles that require employee commitment for a long-term, understanding the rising rates of re-careering and its triggers would help organizations to earmark talent for top-executive roles. Proactive talent management can reduce the scourge of talent loss brought about through workers re-careering.

ii.  Use of career guidance at all levels needs to be encouraged. There is need to enhance career guidance as a mode of ensuring students get to their career of choice earlier. This would enhance skill retention and experience backup for both organization and workers.

iii. The study recommended that the Ministry of Education (MoE) establish a curriculum for provision of career guidance and counselling services to all students in secondary schools in Kenya which incorporates all components of

the career guidance programme. The study also recommended the training and certification of career guidance counsellor and establishment of career guidance and counselling centres in public universities.

iv.    Further, the study recommended that Commission for University Education (CUE) establish clear and similar guidelines of academic qualifications for admissions into degree programmes and university for all students in regular and self-sponsored study modules, in an attempt to mitigate effects of re-careering.

## 5.4 Areas for Further Research

Further research can be undertaken in the following areas;

i.    A comparative study on the academic performance and career change for students in private universities.

ii.    A comparative study on career preparedness and employment of graduates of Kenyan public universities would serve to build a body of scholarly knowledge for regular and self-sponsored study modules in Kenyan public universities.

iii.    A longitudinal study on career satisfaction and career progression of working students and self-sponsored graduates of public universities in Kenya.

iv.    Effectiveness of career guidance and counselling services provided to students in public universities.

v.    Career interests' congruency to degree programmes offered in public universities in Kenya

vi.    Whilst efforts were made to generate data from different public universities in Kenya, the private universities were not captured. It would be helpful to undertake a study to include either the public and private universities, or private universities alone.

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# APPENDICES

**Appendix 1: Letter of Introduction**

> **Department of Education Psychology**
> **Moi University**
> **P.O Box 3900**
> **Eldoret**

> **September 20, 2015**

Dear Participant,

**RE: Informed Consent Letter**

I am pleased to inform you that I am a Ph.D. student in the Department of Education Psychology, Moi University. I am currently conducting a thesis study research on, "Determinants of *Re-careering* among Working-Class Students in Selected Kenyan Public Universities." The purpose of the study is to determine the factors that influence an individual's decision to change career.

I kindly request you to participate willingly and honestly in responding to the items of the questionnaire and interview guide attached. Your responses will be treated confidentially and anonymously.

Thank you very much in advance for your co-operation.

Yours faithfully,


Anne Njango Njiiri

**Appendix 2: Questionnaire of Working Students**

This questionnaire is concerned with investigation of *re-careering*, academic performance, working conditions, personality disposition and social interaction. It is divided into 6 sections.

**Section 1: Basic Information**

**Kindly tick where appropriate**

1) Kindly indicate your gender?    Male [   ]          Female     [   ]

2) What is your age bracket?

      Below 20 years          [   ]     21- 30 years              [   ]

      31  - 40 years          [   ]     41 – 50 years            [   ]

      Over 50 years          [   ]

3) What is your educational background?

      1st Degree [   ]          Master [   ]          PHD [   ]

4) Marital status

      Single [   ]      Married [   ]

**SECTION 2: *Re-careering***

This section seeks to elicit your response with regard to *re-careering* statements provided.

1. Have you changed the career you were trained in?    Yes [   ]    No [   ]

2. If Yes, how many times?   Once [   ]   Twice [   ]   Thrice [   ]   Four times [   ]

3. Do you plan to change your career in future? Yes [   ]          No [   ]

4. Which of the following factors had the highest influence in your decision to change your career?

      A. Academic performance     [   ]

      B. Working conditions          [   ]

      C. Personality disposition     [   ]

      D. social interaction          [   ]

**SECTION 3: Academic performance**

1. The decision to change career is influenced by an individual's academic performance and skills.

Yes [   ]   No [   ]

The Likert scale of 1-5 is used where 1 indicates Strongly Disagree, 2 Disagree, 3 moderately agree, 4 agree and 5 strongly agree. Please rate your agreement or disagreement with the following statements regarding academic performance.

| Statement | Strongly Agree | Agree | Moderately agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| | **5** | **4** | **3** | **2** | **1** |
| The decision to pursue a *re-careering* is influenced by the individuals KCSE performance. | | | | | |
| The decision to change career is influenced by an individual's level of highest academic performance. | | | | | |
| The decision to change career is influenced by the level of skills an individual has in that career. | | | | | |
| The decision to change career is influenced by the individual's expectations of easy avenues to further their education level while in the new career. | | | | | |
| The decision to pursue a *re-careering* is influenced by the individual's level of technical knowhow and competency in the career. | | | | | |

**SECTION 4: Working conditions**

1. The decision to change career is influenced by working conditions in a particular career

   Yes [  ]      No [  ]

The Likert scale of 1-5 is used where 1 indicates Strongly Disagree, 2 Disagree, 3 moderately agree, 4 agree and 5 strongly agree. Please rate your agreement or disagreement with the following statements regarding working conditions.

| Statement | Strongly Agree | Agree | Moderately agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
|  | 5 | 4 | 3 | 2 | 1 |
| *Re-careering* is motivated by difference in job security offered in different professions. |  |  |  |  |  |
| The decision to change careers is motivated by difference in working hours among different professions. |  |  |  |  |  |
| *Re-careering* is motivated by fringe benefits offered such as house allowances, medical insurance. |  |  |  |  |  |
| The decision to change careers is motivated by the difference in earnings' profile among different professions. |  |  |  |  |  |
| The choice to pursue a career is to a large extent motivated by the expected earnings on profile after schooling. |  |  |  |  |  |
| The decision to change careers is motivated by the expectations of promotions in other jobs. |  |  |  |  |  |

**SECTION 5: Personality Disposition**

I. The decision to change career is influenced by an individual's personality disposition.
Yes [  ]      No [  ]

The Likert scale of 1-5 is used where 1 indicates Strongly Disagree, 2 Disagree, 3 moderately agree, 4 agree and 5 strongly agree. Please rate your agreement or disagreement with the following statements regarding personality disposition.

| Statement | Strongly Agree | Agree | Moderately agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| Being observant and curious with things around and delighting in situations that call for creative or analytical approach motivates *re-careering.* | | | | | |
| Initiating projects involving many people and having the ability to convince people to do things their way motivates *re-careering.* | | | | | |
| Preference of situations that are relatively unstructured and interaction through artistic expression motivates *re-careering.* | | | | | |
| Enjoying manual work, especially projects which allow one to be physically active motivates *re-careering.* | | | | | |
| Enjoying jobs that let one interact with other people motivates *re-careering.* | | | | | |
| Enjoying steady routines that follow clearly defined procedures motivates *re-careering.* | | | | | |

**SECTION 6: Social Interactions.**

1. The decision to change career is influenced by an individual's social interactions and patterns.

Yes [  ]    No [  ]

The Likert scale of 1-5 is used where 1 indicates Strongly Disagree, 2 Disagree, 3 moderately agree, 4 agree and 5 strongly agree. Please rate your agreement or disagreement with the following statements regarding social interaction and patterns.

| Statement | Strongly Agree | Agree | Moderately agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| | **5** | **4** | **3** | **2** | **1** |
| The decision to pursue a career and change career as well is mainly motivated by influence from friends. | | | | | |
| The decision to change career is motivated by the influence from the peers. | | | | | |
| The decision to change career is influenced by the advice by a career guidance and counsellor. | | | | | |
| The level of networking influences the decision to change career. | | | | | |
| Having influential relatives influences the decision to change career. | | | | | |
| The desire to fit into certain social classes and patterns in the society influences your decision to change career. | | | | | |

**Appendix 3: Interview Guide Questions for Working Students**

The interview schedules seek to establish the determinants of re-careering among working-class students in selected Kenyan public universities

**Section A: Establishing Rapport.**

Establishing rapport . . . (greetings, etc………………………………………

1. What is the name of the university you are attending?

2. Which career are you pursuing currently?

3. Have you ever changed your career from the one you initially trained for?

4. If yes (to question number 3),

    a) How frequently have you changed your career?

    b) What made you change your career?

5. Are you planning to change your career in the future?

6. In your own opinion, what do you think influences re-careering?

**Section B. Interview Questions Focusing on the Research Objectives**

1. In your own opinion, do you think academic performance influences an individual's decision to change career? Please explain your answer.

2. In your own opinion, do you think working conditions play a role in influencing a person's decision to change career? Please explain your answer.

3. In your own opinion, do you think a person's personality disposition can influence a person's decision in changing career? Explain

4. According to your own view, do you think social interaction and patterns play any role in influencing a person's decision in changing a career? Explain

5. Based on your own understanding, what outer factors (not mentioned above) can influence an individual's decision in changing career? Explain

**Thanks for Participating**

**Appendix 4: Research Authorization**

**MOI UNIVERSITY**
*Office of the Dean School of Education*

Tel:  (053) 43001-8                                      P.O. Box 3900
      (053) 43555                                        Eldoret, Kenya
Fax:  (053) 43555

REF: MU/SE/PGS/54                          DATE: 28th July, 2015

**The Executive Secretary**
National Council for Science and Technology
P.O. Box 30623-00100
**NAIROBI**

Dear Sir/Madam,

RE:      RESEARCH PERMIT IN RESPECT OF ANNE NJANGO
         NJIIRI — (EDU/D.PHIL.p/024/09)

The above named is a 2nd year Doctor of Philosophy (D.Phil) student at
Moi University, School of Education, Department of Educational
Psychology.

It is a requirement of her D.Phil Studies that she conducts research and
produces a thesis. Her research is entitled:

**"Determinants of Career Choice Trajectory Change Among Working
Class Students in Selected Kenyan Public University."**

Any assistance given to her to enable her conduct her research
successfully will be highly appreciated.

Yours faithfully,

2 8 JUL 2015

**PROF. J. N. KINDIKI**
**DEAN, SCHOOL OF EDUCATION**

*JNK/db*

**Appendix 5: NACOSTI Permit**

**NATIONAL COMMISSION FORSCIENCE,
TECHNOLOGY ANDINNOVATION**

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/2714/20817**                    Date: **25th January, 2018**

Anne Njango Njiiri
Moi University
P.O. Box 3900 - 30100
**ELDORET.**

## RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Determinants of career change among working class students in selected Kenyan Public Universities"* I am pleased to inform you that you have been authorized to undertake research in **All Counties** for the period ending **25th January, 2019.**

You are advised to report to the **Vice Chancellors of Selected Public Universities, the County Commissioners and the County Directors of Education, All Counties** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

*J P Kalerwa*

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

Vice Chancellors
Selected Public Universities.

The County Commissioners
All Counties.

National Commission for Science Technology and Innovation is ISO9001:2008 Certified

THIS IS TO CERTIFY THAT:
*MS. ANNE NJANGO NJIIRI*
of MOI UNIVERSITY, 414-10300
KERUGOYA,has been permitted to
conduct research in *All Counties*

on the topic: *DETERMINANTS OF*
*CAREER CHANGE AMONG WORKING*
*CLASS STUDENTS IN SELECTED KENYAN*
*PUBLIC UNIVERSITIES*

for the period ending:
*25th January,2019*

Permit No  : NACOSTI/P/18/2714/20817
Date Of Issue : 25th January,2018
Fee Recieved :Ksh 2000



*GP Kalerwa*

...............................
**Applicant's**
**Signature**

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

**Appendix 6: Letter of Introduction to Campuses Coordinator**

Moi University

P.O. Box 3900

November 1st, 2015

Campus Coordinator

Dear Sir / Madam,

**RE: Academic Research Permission**

I am a student at Moi University taking Doctor of Philosophy Degree in Educational Psychology. Following the approval and issuance of Research Permit by the National Council for Science and Technology (NCST) and National Commission For Science, Technology and Innovation (NACOSTI /p/18/2714/20817) to carry out research in Kenyan Public Universities, I hereby request to collect data among working-class students in your University during the months of November 2015 and April 2016. My research topic is, *Determinants of Re-careering among Working Class Students in Selected Kenyan Public Universities*. The research aim is purely academic.

Your support in acquiring the data will be highly appreciated

Yours faithfully

Anne Njango Njiiri

Reg. No. EDU/D.PHIL/24/09

**JOMO KENYATTA UNIVERSITY**
**OF**
**AGRICULTURE AND TECHNOLOGY**
P.O. Box 62000-00200 Nairobi Kenya, Tel: +254-067-5870001-4, +254-67-53-52711,
Office of the Registrar (Administration)

**JKU/ACA/3D**                                              15TH MAY, 2015

Ann Njango Njiiri
Moi University
P.O. Box 3900
KERICHO

Dear Ms. Njiiri

**RE:     PERMISSION TO COLLECT DATA**

Reference is made to your letter dated 11th May, 2015 in which you sought permission to collect data for your PhD research project entitled **"Determinants of Re-Careering among Working Class Students in Selected Public Universities".**

Approval has been granted for you to collect data on the understanding that all the data collected will be for academic purpose only and will be kept confidential throughout the project and after completion of the project. This is on condition that the University Library will receive a copy of your final thesis for future reference.

Yours sincerely,

**DR JOSEPH OBWOGI, PhD**
**REGISTRAR (ADMINISTRATION)**
JO/mw

Copy to:        -        Deputy Vice Chancellor (Admin)

*Setting Trends in Higher Education, Research and Innovation*

**Appendix 7:  The Research Phase, Dates of Data Generation, Research Questions and Method Utilized**

| Name of the Participants/Date | Name of the Institution | Research Questions / Sub-questions | Method Used | Time |
|---|---|---|---|---|
| Helen 2015-12-20 | Moi University Nairobi Campus | What are the perceptions of working class students on the determinants of re-careering among working class students in Kenyan public universities? | Semi-structures Interview Conversation | 15 – 20 minutes |
| Sharon-2015-11-18 Ken –2015-11-12 | Jomo Kenyatta University of Agriculture & Technology | **Sub-question** (i)   In your own opinion, do you think academic performance influences an individual's decision to re-career? | | 15 – 20 minutes 15 – 20 minutes 15 – 20 minutes 15 – 20 minutes |
| | | (ii)  In your own opinion, do you think working condition influences an individual's decision to re-career? (iii) In your own opinion, do you think personality disposition influences an individual's decision to re-career? (iv) In your own opinion, do you think social interaction and patterns influences an individual's decision to re-career? | | |

**Phase Two: January – February 2016**

| Name of the Participants/Date | Name of the Institution | Research Questions / Sub-questions | Method Used | Time |
|---|---|---|---|---|
| David – 2016-1-20 | Moi University Nairobi Campus | What are the perceptions of working class students on the determinants of re-careering among working class students in Kenyan public universities? | Semi-structures Interview Conversation | 15 – 20 minutes |
| Doreen – 2016-1-23 | Egerton University | **Sub-question**<br>(i) In your own opinion, do you think academic performance influences an individual's decision to re-career? | | 15 – 20 minutes |
| Henry – 2016-1-8 | Egerton University | (ii) In your own opinion, do you think working condition influences an individual's decision to re-career? | | 15 – 20 minutes |
| Susan – 2016-2-19 | Nairobi University | (iii) In your own opinion, do you think personality disposition influences an individual's decision to re-career? | | 15 – 20 minutes |
| Mildred – 2016-1-21 | Nairobi University | | | 15 – 20 minutes |
| Faith – 2016-1-14 | Kenyatta University | (iv) In your own opinion, do you think social interaction and patterns influences an individual's decision to re-career? | | |

**Appendix 8: Measurement of Variables**

| objective | Variable | type | Indicators/ Measurement | Measuring Scale | Type of Analysis | Measurement | Hypothesized direction |
|---|---|---|---|---|---|---|---|
| 1 | Academic performance | | K.C.S.E results<br><br>Skills | Discrete | Descriptive<br><br>Inferential | Frequencies, Means, standard deviations, Chi-square statistical tool | When academic qualifications rise, it increase chances of re-careering |
| 2 | Working conditions | | Job security<br><br>Working hours<br><br>Salary adequacy<br><br>Fringe benefits(Housing, Medical covers, Bonuses) | Discrete<br><br>Ordinal | Descriptive<br><br>Inferential | Frequencies, Means, standard deviations, Chi-square statistical analysis | Where the working condition is not favourable, then re-careering becomes more frequent. |
| 3 | Personality Disposition | | Conventional personality<br>Enterprising personality<br>Social personality<br>Investigative personality<br>Realistic personality | Binary (Yes/No) | Descriptive<br><br>Inferential | Frequencies, Means, standard deviations, Chi-square statistical tool of analysis | The personal dispensation positive change such as ego makes the re-careering a prevalence |
| 4 | Social Interaction Patterns and Behaviour | | Peer pressure<br><br>Level of other people's influence on one's activities<br><br>Networking<br><br>Whether somebody has influential relatives and friends | Binary (Yes/No) | Descriptive<br><br>Inferential | Frequencies, Means, standard deviations, Chi-square statistical tool of analysis | When the social interaction become more prevalent the need for recurring increases |

| objective | Variable | type | Indicators/ Measurement | Measuring Scale | Type of Analysis | Measurement | Hypothesized direction |
|---|---|---|---|---|---|---|---|
| | | | Career guidance and counselling | | | | |
| | Re-careering | | Frequency of *re-careering* | Discrete | Descriptive | Frequencies, Means, standard deviation, Chi-square statistical tool of analysis | High frequency of career change has become dominant |
| | | | Being in the same career trained for | Categorical Binary (Yes, No) | | | |
| | | | Plans to change Career in the future | Categorical Binary (Yes, No | | | |

**Appendix 9: Generation of Themes**

**Academic Performance   Category**

- Dissatisfaction
- Shield-protection of work
- Education exposes a person to work
- Less risk of fear unknown
- Sense of qualification improves confidence
- Feel competent
- Increases freedom to explore unknown areas
- Add more skills
- Level of skills acquired

- Job dissatisfaction
- Competence boosters
- Increase of freedom
- Less of risk
- Adds on opportunities

**Working Conditions Category**

- Wages and earnings
- Salary/ hot politics
- Limited freedom
- Comfortability/ better pay
- Unhealthy working conditions
- Rumors
- Quarrels
- Frequent fights
- Conflict with boss
- Fights with colleagues
- Wages
- Involving welfare
- Job welfare
- Gossips/ malicious talks
- Job security
- Earnings
- Working conditions with no consideration
- Demeaning and harsh language
- Unrealistic targets/ goals
- Leads to job dissatisfaction

- Unhealthy relationship with employees
- Wages and earnings
- Limited freedom
- No social welfare
- Unrealistic targets

**Personality Disposition   Category**

- To be locked in office
- Less interactions makes work boring
- Outspoken person suffer
- Passion to fully utilize one's abilities
- Social people feel locked out
- Need to diversify the approach
- Age
- Giving change a chance
- Extroverts-field work
- Introverts- minimal social interaction

- Personal traits not utilized
- Feeling locked in office
- Boredom- less interaction
- Passion to utilize your abilities
- Need diversify (curiosity)

**Social Interactions Category**

- Open connections
- Socialize(Facebook)
- Friends encouragement
- Enlightenment
- Friend-job connection
- Discouragement from parents
- Friends increase channels of working elsewhere
- Need to socialize is great
- Parental pressure
- Routine jobs created monotony
- boredom

- Friends help in connection
- Parental pressure
- Network cites
- Exposure
- Less pressure to move out

**Other Factors That Influence**

- Passion
- Desire to diversify the approach of work
- Age-middle age health condition
- Yearning for more challenging careers health matters
- Monotony arising from routines.
- curiosity

## Appendix 10: Sample of Verbatim Transcription with Participant John

*The interview questions seek to identify the determinants of re-careering among working students in selected Kenyan Universities. Your response will be used for academic purposes only.*

*ME:*    Have you ever changed your career?

*JOHN:*    Yes, I have changed my career from being a teacher to an accountant.

*ME:*    How frequent have you changed your career?

*JOHN:*    This has only happened once.

*ME:*    Are you planning to change your current career in the future again.

*JOHN:*    No, only that I'm planning to re-strategize myself and time such that I can be doing something else on top of what I do.

*ME:*    What do you think influences career change?

*JOHN:*    To me dissatisfaction in the job that is feeling uncomfortable while in the work place is one thing that made me change my career.

Also, earnings salary and wages- where the earnings are not enough to cater for all your needs one might think of changing a career.

*ME:*    Do you think that academic performance can influence a person's decision to change a career?  Explain.

*JOHN:*    I think when a person improves his academic performance capons so many opportunities even in other fields. I was able to see possibilities of moving elsewhere when I did my first degree. I also felt very confident.

*ME:*    Do you think working conditions influence a person's decision to change a career?

*JOHN:*    Yes, in a company with less limited freedom of employees would be favourable thus results in comfort ability of those working there. This reduces the chances of one changing a career.

Unhealthy working conditions like frequent fights and quarrel would result in one changing a career.

Also when there is a conflict between the boss and colleagues.

*ME:*    Do you think personality Disposition influences a person's decision to change a career?

*JOHN:*    Yes- In a working place where one potential and ability is not fully utilized might result in a person thinking to change a career.

Likewise- A career that requires a person to be locked in the office with less interaction would result to an outspoken person want to change a career.

*ME:* Do you think that social interactions and patterns have an influence in the decision to change a career? Explain your answer.

*JOHN:* Yes- Social interactions open up connections and increases network which might result in change of career. When people socialize even if in Facebook and internet one realizes the opportunities and desire to move on develops. I had a friend who kept on encouraging me to move.

Most of the social interactions enlightens in terms of sharing ideas about the world of work.