CORRELATES OF COMMITMENT TO CAREER CHOICE OF PRE-SERVICE EDUCATION STUDENTS IN SELECTED UNIVERSITIES IN KENYA

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APPROVAL SHEET

This doctoral dissertation entitled *Correlates of commitment to career choice of pre-service education students in selected universities in Kenya,* written and submitted by **Petronilla Ndungwa Mwangi**, in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Education (Curriculum and Teaching), is hereby accepted and approved.

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ABSTRACT

The study attempted to establish the correlates of commitment to career choice of pre-service education students in six public and private universities in Kenya. The third and fourth year pre-service education students were the respondents in this study. The study is founded on two theories; the Atkinson's Expectancy-Value theory and Bandura's Self efficacy theory. Correlational research design and concurrent mixed method approach was employed in this study. Purposive, cluster and convenience sampling methods were used. Data were gathered by the use of questionnaires and interviews. In data analysis, frequencies, means, standard deviation, linear regression and Pearson product moment correlation coefficient were used. The pre-service education students were found to be moderately committed to their career choice and that intrinsic motivation, self-concept, status of the teaching profession, fallback and socio-cultural beliefs were correlated to career choice. Fallback however had an inverse correlation to the commitment of career choice. The pre-service education students chose teaching as a career because they had passion for teaching and wanted to make a positive change in the education sector. They also felt that the KUCCPS needs to come up with a better way of placing students into the teaching profession but not just through the cluster points attained in the Kenya Certificate of Secondary Education. The pre-service education students felt that the entry requirements to the teaching profession need to be raised to make the profession comparable with other professions like medicine, engineering, and law among others. Other factors like interest and ability should be put into consideration when placing students in the teaching profession. The study recommends the implementation of the predictive model to enhance commitment and reduce wastage of human resources when trained teachers opt for other job opportunities.

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DEDICATION

This dissertation is dedicated to

my lovely daughters Irene Njoki and Esther Nthemba and

my grandson Emmanuel Mutune. My brother and sisters

thank you for believing in me and for

always being there.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATED ENTRIES

B.Ed   Bachelor of Education

KCSE   Kenya Certificate of Secondary Education

KNUT   Kenya National Union of Teachers

KUCCPS   Kenya Universities and Colleges Central Placement service

KUPPET   Kenya Union of Post Primary Education Teachers

KSSHA   Kenya Secondary Schools Heads Association

NACOSTI   National Commission for Science, Technology and Innovation

TSC   Teachers Service Commission

UNESCO   United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

Background of the Study

Career choice is a very important decision to be made in life among many other important decisions the youth face in their transition years of high school and the world of work (Hurley & Thorp, 2002). It even becomes difficult when the amount of information they have about education and the available options is insufficient (Stead, Els & Fouad, 2004). The choice of a career needs to be accompanied or motivated by the commitment to serve in the profession. Socio-economic status, race/ethnicity, and sexual orientation seem to affect career decision making since these factors usually limit job opportunities by way of discrimination, reduced access to resources, fewer occupational role models and they tend to also limit the expansions of possible career options (Luzzo, McWhirter & Hawley, 2001).

Career guidance and counseling seem not to be adequate and readily available to many students and as such they get help from their parents which does not go a long way because the parents do not seem to have a wide frame of reference when it comes to career development and job opportunities in relation to their sons or daughters abilities. Some parents want their children to pursue careers which they were interested in but for some reason they were not able to fulfill their dreams which they now want fulfilled through their children. This seems to affect the individual's commitment to the selected career (Hurley & Thorp, 2002). Lack or inadequate career guidance in schools has led to high school students graduating when they are not sure of what career path they want to pursue or have made poorly informed

decisions which they may later regret or abandon altogether, as Hurley and Thorp (2002) continues to argue.

Vocational and behavioural psychologists have long considered the factors that influence people when choosing a particular career; what motivates an individual to make a career choice is complex and perhaps not always a completely rational decision. For some individuals, a career relating to people would be impossible, yet for others the reverse is true; or being outdoors may be essential ingredients in the work people seek (Gottfredson, 1981; Holland, 1959). Internationally, there has been a growth on the interest in research in what motivates people to join the teaching profession, and there has been a steady flow of studies from many countries (Watt, Richardson, Klusmann, Kunter, Beyer, Trautwein & Baumert, 2012). Studies on what motivates people to become teachers, dates as early as the 1920s. Some studies which were done then identified the most significant reasons which motivated individuals to join the teaching profession (Daniel & Ferrell, 1991).

The 1980s however brought a renewed focus on predictions of teacher shortages and in turn a renewed interest in career motivations of teachers and their commitment to the profession, (Daniel & Ferrell, 1991). Since then, and especially in the last three decades, motivation of pre-service education students to choose teaching as a career has become a popular topic of study and it may continue to be so as long as there are teacher education graduates who do not enter the profession or drop after a short period of time (Yuce, Sahin, Kocer, & Kana, 2013). In another study by Richardson and Watt (2010) it is reported that countries like Australia, U.S. A, Germany, Norway, U.K and several European countries experience difficulty in recruiting and retaining teachers. Singapore is one country experiencing teacher attrition with the beginning teachers leaving immediately after their graduation and as

such the Ministry of Education in Singapore launched what is known as Growth Recognition, Opportunities and Well-being (GROW) package with an aim of attracting and retaining good teachers, (Ministry of Education Singapore, 2006). The Ministry also came up with another incentive to encourage teachers not to leave for other professions, those with 12 years of teaching experience can take a full-term sabbatical at full pay and professional development is subsidized.

Many young people today do not want to pursue teaching as a career, and among those who do, a good number leave the profession within the first five years; a sign that they are not committed to the profession, (Topkaya & Uztosun, 2012). As such there is a growing body of research to establish factors affecting the choices people make to pursue teaching as a career and how those who choose the profession are committed to the service. Worldwide, the issue is gaining importance because it is becoming increasingly difficult to attract and retain the young people in the teaching profession as well as keep the trained force committed to the profession (Topkaya & Uztosun, 2012). Promising pre-service education students with characteristics that would make effective teachers, meaning teachers who are caring, enthusiastic, competent and committed are often sought after by other professions, which would also benefit from such characteristics. There is no doubt that the teaching profession competes against other important professions for the most talented people and qualified teachers seem to secure employment outside of the classroom at very competitive salaries (Miller & Miller as cited in Harms & Knobloch, 2005).

The same view of how important career choice is seems to be upheld by Bedu-Addo as cited in Bossman, (2014), Plessman, (1985) when he expressed that indeed career choice is as important as choosing a life partner since it is also a lifetime process. Just like becoming miserable when the wrong marriage partner is chosen, one

can also become very unhappy if ones career is not well planned (Bossman, 2014, p 40).

Unfortunately, many students lack career guidance and this makes it difficult to make informed choices because they lack adequate information. In past studies students have indicated lack of career guidance and counseling in schools and majority have indicated that their parents are the only ones who help in career guidance. A study by Maree (2009) found that many learners passed grade 12 without having received career counseling in any form and as a result they were denied the opportunity to apply for sought out fields of study in universities and colleges. As observed by Maree and Beck (2004), counseling programs were being underutilized because they were viewed as very costly. In another study Bojuwoye and Mbanjwa (2006) found that career counseling services were unsatisfactory and students lacked career information.

Kenya is not any better when it comes to career guidance and counseling in schools. The issue with the counselors in Kenyan schools is that some career counselors are full time teachers who are either overloaded or not quite clear of what is expected of them. It is also evident that number of career masters in schools is very small. A study by Mugambi (2013), showed that there was an insufficient number of career counselors in Meru North District, inadequate counseling facilities and majority of teacher counselors were not trained in guidance and counseling. Another study by Gitonga (2013), indicated that 87% of teachers were found insufficiently prepared to run career guidance programs in schools. These findings seem to concur with earlier findings by Kithyo and Petrina (2002) that guidance counselors or career masters in Kenya did not have the time or facilities to provide any career or psychological guidance to students and that, the lack of time could be attributed to the

fact that the career masters are teachers with a full teaching load. They further articulated that many students in secondary schools in Kenya had no knowledge beyond what they might have heard other people talk about. One of the respondents clearly declared that they did not have career and guidance in secondary school and that he was not guided.

Another respondent in the study also confirmed this by articulating that they did not have career guidance in their school, they were given career booklets to read (Kithyo & Petrina, 2002). To justify the student's statements Ojenge and Muchemi (n. d.) confirmed with officers from the Ministry of Education (Kenya) through an interview that career guidance teachers simply give students the career booklets with university courses, their prerequisites subjects and cut-off points, instead of guiding and counseling them. It was also pointed out in the same study that about ninety percent of students in public schools in Kenya are not provided any reasonable career guidance. On the same note, Muola and Mwania (2013), contend that academic advising tends to rank among the lowest areas of higher education satisfaction for college students.

There is poor morale in the teaching profession in Kenya and the service is characterized by poor levels of commitment and high turnover (Kamwilu, 2011). This can be supported by a report from the Kenya Secondary School Heads' Association (KSSHA) which stated that a record of six hundred teachers left the classroom between March and June 2008 for lucrative jobs at a time when fifteen thousand teachers were needed (Agutu, 2010). A study by Kasau (2014) in Mbooni East District, established that one hundred and two teachers left teaching in the district between 2007 and 2012. The researcher also pointed out that the National statistics indicate that ten thousand teachers are lost annually due to various reasons ranging

from resignations, assignment of non-teaching jobs in other ministries and others quit to join the private sector. Others left after undertaking further studies and either took up non-teaching jobs at the ministry of education as quality assurance standards officers where remunerations are more lucrative than what TSC offers or to teach in tertiary institutions (Oyaro, 2008; Kasau, 2014). A survey by Kamwilu, (2011) noted that seventy-five teachers and seventy head teachers strongly agreed that they would not teach anymore if there was a better paying job. This study therefore sought to investigate the motivation of pre-service teacher's career choice and how these motivations correlate with their commitment to remain in the teaching profession.

Statement of the Problem

There seem to be lack of commitment among those who join the teaching profession. This can be attributed to the fact that, in addition to the inadequate number of qualified teachers in Kenyan secondary schools, very few young people are being attracted into the teaching profession, while many are quitting teaching at an alarming rate. If this trend continues the inadequacy of qualified teachers will adversely affect the country's system of education and in turn have a negative impact on the country's economic and professional development.

As pointed out by Oyaro (2008), data from the Kenya National Union of Teachers (KNUT) indicate that between January and June 2008, six hundred teachers left the classroom in Kenyan schools for better paying jobs, an equivalent of three teachers leaving the service every day. Many Kenyan students, who do very well in the high school national examinations, do not consider teaching as a career option, they aspire for careers in medicine, engineering, law etc. and there is also the perception that most students taking teaching are doing so as a last resort (Taaliu, 2010).

It has also become very difficult to keep the trained young work force in the teaching profession. It is, therefore, important to determine through research the reasons why pre-service education students join the teaching profession and which of the factors, both influential and motivational correlate to their commitment to remain in the service, especially during a time when the profession has a low public image and lower than desired salaries. Otherwise, educators will continue to employ initiatives which do not meet the motivational demand to attract and retain qualified teachers in the profession and also influence people's decision to join the service.

Research Questions

The following research questions were answered in this study to address the above stated problem.

1. To what extent are the pre-service education students committed to their career choice?

2. What are the perceptions of the pre-service education students about the status and socio-cultural beliefs about the teaching profession?

3. How important are the following factors in the pre-service education student's decision to become teachers?

    i. Fallback

    ii. External factors

    iii. Self- concept

    iv. Altruistic reasons

    v. Extrinsic reasons

    vi. Intrinsic motivation

4. Is career choice commitment significantly related to the influential factors singly and collectively?

Hypothesis

The following null hypothesis was tested:

Ho: There is no significant relationship between career choice commitment and the following influential factors: (i) Status of the teaching profession, (ii) Socio-cultural beliefs, (iii) Fallback, (iv) External factors, (v) Self-concept, (vi) Altruistic reasons, (vii) Extrinsic reasons, (viii) Intrinsic motivation.

Significance of the Study

Educational administrators and teacher educators are in constant search for better motivation, satisfaction and commitment of teachers (Plessman, 1986). The findings of this study will:

1. Give insight into the factors that motivate pre-service education students to choose teaching as their profession and help educational administrators and educators identify ways of motivating teachers who are in the profession to be committed to the service to reduce the teacher turnover and attrition.

2. Help policy makers in the ministry of education, administrators and educators develop strategies that will attract and retain people in the profession, because those who choose teaching as a first career choice are not necessarily committed to the profession.

3. Further create awareness on the importance of career guidance for educators, parents and students. Many choose careers without adequate knowledge or information on how to go about it.

4. Outline the reasons people give for choosing teaching as a career because they are linked with commitment to the profession.

8

5. Be of great help to Kenya Universities and Colleges Central Placement Service (KUCCPS) especially when placing students in universities and colleges to pursue teaching as a career, because it has been revealed that those who choose teaching as a fallback are not committed to the profession.

6. Provide a test of the applicability of the Expectancy- value theory and the self-efficacy theory to the commitment of career choices of pre-service education students.

7. Also be used by other researchers as a basis for further research on commitment to career choice of pre-service education students in order to fill the gaps left.

Justification of the Study

Schools in Kenya as in other countries are experiencing shortage of qualified teachers. To maintain quality in the education sector, it is important to understand why this shortage exists while universities and other teacher training institutions continuously have individuals who are being trained to become teachers. This shortage and lack of commitment comes at a time when the education system in Kenya is undergoing structural transformation in response to the changes in society. For these changes to be well implemented and also for the vision 2030 to be realized, there is need for qualified, motivated and highly committed teachers. Shortages of teachers have resulted in less qualified teachers, teachers teaching outside their specialization, and a reduced curriculum in many schools (Karanu, 2012).

Understanding why people select teaching as a career and why they choose to remain in the profession will give an insight on how to address the shortage of qualified teachers and curb the poor performance and declining quality in education.

The study attempted to establish the reasons people give for selecting teaching as a career and their commitment to remain in the profession as well as the motivation underlying those reasons.

Theoretical Framework

The study was founded on two theories; the Atkinson's (1957) Expectancy – Value theory and Bandura's (1977) self-efficacy theory. The expectancy-value theory has been one of the important views on the nature of achievement motivation and career decision (Yong, 1995). Theorists in the Expectancy – value theory argue that individual's choice, persistence and performance can be explained by their beliefs about how well they will do the activity and the extent to which they value the activity (Atkinson, 1957; Eccles, Adler, Futterman, Goff, Kaczala, Meece & Midgley, 1983; Wigfield, 1994; Wigfield & Eccles, 1992). Expectancy is the individual's beliefs about how well they will do on the upcoming tasks, these tasks could be short term or long term. Beliefs and ability is the individual's evaluation on their competence in the task while the value is the importance and usefulness an individual place on the task. If an individual has a strong belief that he or she can execute the responsibilities of a teacher well, the individual will be highly motivated to select teaching as a career. According to Redmond, (2009) people are usually motivated by the belief that their decision will lead to their desired outcome on the task. The theory also proposes that an individual will decide to act in a certain way because they are motivated to select specific behaviour over other behaviors due to what they expect the result to be. The theory fits well in this study because it talks about how people choose careers which include teaching.

According to Bandura's Self- Efficacy Theory, an individual's attitude, abilities and cognitive skills comprise what theorists call self-system. The self-system

plays a major role in how people perceive and behave in response to the situations they find themselves in (Bandura, 1977). The self-efficacy theory can be defined as an individual's belief about their ability to organize and execute certain tasks to achieve a set goal. Individuals with strong efficacy beliefs are more confident in their ability to succeed in a task. Beliefs about self-efficacy have a significant impact on individual's goals and accomplishments because they influence individual's choice, motivation to engage in tasks and emotional reactions.

The two theories were used in this study because they provide an insight for motivations of career choice and persistence and commitment to remain in the career. The theorists are in consensus that individuals will choose careers which they believe will result in the greatest amount of benefit to them provided they get an opportunity to execute the responsibilities in the said careers.

Conceptual Framework

Conceptual framework, according to Miles and Huberman, (1994)" explains either graphically or in narrative form, the main things to be studied- the key factors, concepts or variables, and the presumed relationships among them" (p 18). From the review of related literature, there appears to be three major motivating factors to the choice of teaching as a career. These factors are namely; (a) extrinsic motives which refer to things like job opportunities, long holidays, and good pay etc., (b) intrinsic motives refer to the desire and love for the profession, interest, joy and satisfaction, (c) altruistic motives on the other hand refers to being mainly of service to others, (OECD, 2005). Teacher education studies "provide evidence for links between teachers' motivation and their engagement, commitment and persistence in teaching and their inclination to become involved in professional development" (Karabenick & Conley, 2011, p. 11).

11

Watt and Richardson expanded the Expectancy -value theory to create the Factors Influencing Teaching (FIT) choice model (Watt & Richardson, 2007, 2008), they used the theory in an attempt to understand beginning education students' choice of a teaching career. They formulated, the FIT-Choice model by drawing together recurring themes from the teacher education literature, alongside ability related beliefs, emphasized in the career-choice literature, like ability beliefs, values, and task perception. The FIT choice model was initially developed in Australia by Watt and Richardson, (2007) and it has been widely applied in other countries like, the United States of America, Canada, Turkey, the Netherlands, Croatia, Switzerland and China. It seems to have been used minimally in Africa.

This study used some statements from the FIT- choice scale with modifications made to accommodate the commitment aspect which is not addressed in the FIT choice and left out some statements which do not apply to the context of the study. Statements like "teaching will be useful job for me when travelling" does not quite fit in the context of the current study because that is not a common practice where the study was conducted. Most of the respondents were planning to get a job as teachers after their training and settle.

The conceptual framework below graphically explains the key factors which were studied. The influential and motivational factors to choosing teaching as a career, which include (i) the status of the teaching profession, (ii) external factors, (iii) socio-cultural beliefs, (iv) self-concept, (v) intrinsic career value, (vi) altruistic reasons (vii) extrinsic reasons and (viii) fallback career choice make the independent variables. Commitment to the teaching profession was the dependent variable.

The factors included in this conceptual framework are those which influenced and motivated pre-service education students to choose teaching as a career. As

defined earlier in this study influential factors are those factors which tend to pressurize, persuade or manipulate students to choose teaching as a career, while the motivational factors are those which inspire or stimulate students to select teaching as a career.

Independent Variables   **Dependent Variable**

Influential & motivational factors to choosing teaching as career

1. Status of the teaching profession
2. Socio cultural beliefs
3. Fallback
4. External factors
    a) Family
    b) Friends
    c) Teachers
5. Self concept
6. Altruistic reasons
7. Intrinsic motivation
8. Extrinsic reasons

Commitment to the teaching profession
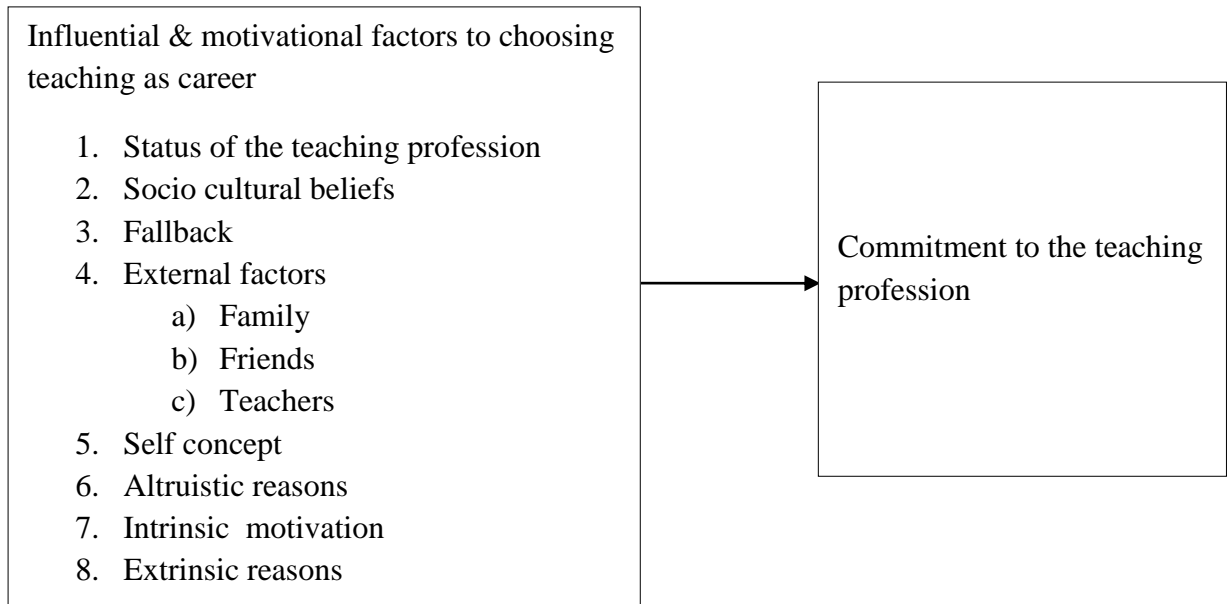
Figure 1. Conceptual framework of the study (Mwangi, 2015).

Scope of the Study

The study centered on the correlates of commitment to career choice of pre-service education students. The respondents in this study were third and fourth year pre-service education students in selected private and public universities in Kenya. The choice of both public and private universities was informed by the fact that students in public universities have three options of career choices and not all of them get to be admitted to their first career choices. As such, there may be those who are in the teaching profession but teaching was not their first or even the second career

choice. On the other hand, students in private universities have the autonomy to choose their careers unlike in public universities where students are placed in relation to their Kenya Certificate of Secondary Education (KCSE) performance by the Kenya Universities and Colleges Central Placement Services (KUCCPS).

The study attempted to establish the factors which motivated pre-service education students to choose teaching as their career and how these factors are related to their commitment to remain in the profession. This study was carried out between August, 2015 and May, 2017which covers all what took place from compiling the proposal, to writing the dissertation.

Assumptions of the Study

The researcher assumed that the respondents would provide honest and reliable responses to both the questionnaire items and the focus group interviews. The study was also carried out with the assumption that, the respondents would give their maximum efforts as they give the solicited information to make this study a success. Another assumption was that the respondents would be interested in contributing to the change of the current negative image of the teaching profession to make it one of the most admired professions in the region.

Operational Definition of Terms

Ability Beliefs –Is used in this study to mean the pre-service education students belief that they can make good teachers and execute well all the duties and responsibilities of a teacher.

Altruistic reasons- This is the unselfish regard for or devotion to the wellbeing of others. It is the principle or practice of concern for the welfare of others. It involves doing things simply out of a desire to help, not because one feels obligated to out of

duty, loyalty or religious reasons. So here it applies to pre-service education students who choose teaching as a career so as to help their students.

Beliefs- Are convictions or what is held to be true.

Career – Is an occupation which requires specialized training and gives opportunities for advancement in life. The teaching profession is used as the career in this study.

Career guidance - refers to services and activities designed to assist individuals of any age and at any point throughout their lives, to make education, training and occupational choices and to manage their careers.

Career choice- Career choice is used in this study to mean the choice students make to take teacher education as their career path.

Career commitment- is used to refer to the pre-service education student's identification with and involvement with his or her teaching career.

Choice – This is a careful selection or an act of choosing between two or more possibilities. Like the pre-service education students deciding to train and become teachers.

Commitment- Is used to mean the decision by the pre-service education students to remain and faithfully serve in the teaching profession after graduation.

Correlate – Is used in this study to mean the link between the influential and motivational factors which led to the choice of teaching as a career and the commitment to serve in the teaching profession.

Expectancy –The pre-service education student's expectation of their performance in the service. How well they expect to perform in the teaching profession.

External factors- These are factors which influence an individual to choose teaching as a career, originating from someone or something outside the individual.

Extrinsic reasons-are the reasons which the pre- service education students gave for choosing teaching as a career in order to attain some separable outcome. Extrinsic reasons in this study are used to mean that drive which is as a result of some external outcome, for example salary, long holidays etc.

Fallback Career -Fallback Career in teaching is the extent to which pre-service education students had to choose teaching because they could not be accepted into their university degree of choice or being unsure what career they wanted, that is, secondary preference meaning that the choice was not the first choice.

FIT-Choice Scale- This is a model of factors influencing teaching choice, which was developed by Watt and Richardson, (2007) to measure the factors that influence the choice to teach for beginning pre-service teacher education candidates in Australia.

Influential Factors – These are factors that pressurize, persuade or manipulate an individual to choose teaching as a career.

Intrinsic motivation- Choosing to teach for the passion and love of wanting to be a teacher not for external gains.

Motivational Factors – These are factors which inspire or stimulate an individual to select teaching as a career.

Pre-service education students- These are teacher trainees in universities before they become professional teachers.

Self- concept- Is defined as what a person believes about himself; a person's total view of himself/herself.

Socio-cultural beliefs- What the society holds to be true. In this study socio-cultural beliefs refer to the convictions the society holds about the teaching profession.

Status- Is used in this study to mean the standing of the teaching profession as perceived by the society.

Task Value – Is the importance and usefulness of the task at hand.

Teacher- Efficacy – Is defined as the teachers' belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context.

Teaching profession- Is an occupation for those who train to teach others in institutions of learning.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter discusses the various studies and related literature on motivation and factors or reasons which people give for choosing or selecting teaching as their career of choice and the commitment to remain in the profession. This was done with a view of establishing a general background to the problem of the study. The sources of reviewed literature included journals, theses and dissertations, books, newspapers and the internet.

The Importance of Career Choice

Studies show that students worldwide are usually faced with the dilemma of deciding which career they would like to pursue in life (Bandura, Barbaranelli, Caprara & Pastorelli, 2001). This is because the choice an individual makes will affect their lifestyle in so many ways, for example, in terms of personal, cultural, socioeconomic and psychological benefits. Choosing the right subject combinations which lead to the right profession can make a difference between enjoying and detesting your career of choice (Bandura, *et al*., 2001; Watson, McMahon, Foxcroft & Els, 2010). Career choice actually defines the kind of life an individual will lead. When keenly chosen, careers help reduce stress and increase job performance and satisfaction, leading to achievement of organizational goals (Blustein, 2008). In a world dominated by competition, making the right career choice in the beginning is very crucial, and it helps an individual discover his/her potential (Ashish & Ladcaser, 2006).

Career choice can be easy or difficult depending on the amount of information an individual has about the choices (Stead, et al., 2004). Apart from inadequate information, lack of career guidance and counseling has also been pointed out as a factor leading to poor career choices. Many of the high school graduates in the United States feel that they don't receive any career guidance in school as stated, "Students perceive a lack of career guidance in their schools, and often cannot name anyone outside of their parents who has been helpful in career counseling. Furthermore, most admit that parental guidance has been limited   to a few hours in the past few months" (Hurley & Thorp, 2002, p. 4).

They further argue that majority of students' career choices are most often based on personal interest rather than career opportunity and that very few of them select occupations based on job availability or salary, instead they pursue what they enjoy. This is not only a problem with the American young people but also young school leavers elsewhere (Hurley, & Thorp, 2002).

In Europe, a study on the cost efficiency of the education and training system in the Netherlands estimates the cost of wrong career choices to amount to several billion Euros over time (Stichting De Nationale Denk Tank, 2007). Career guidance matters for public policy, according to an analysis by the OECD, (2004); career guidance can contribute to three broad categories of public policy goals and issues: learning goals, labour market goals and social equity goals. The learning goals career guidance contributes to the development of human resources, in ways such as improving the efficiency of education systems and as a tool to help improve the fit between education and the labour market. The goals of the labour market, on the other hand contribute to a number of labour market objectives, such as helping to prevent or reduce unemployment, improving labour mobility, improving the match

between supply and demand, improving labour supply and addressing skill shortages. Lastly, but not least, though somewhat less frequently, it is expected that career guidance can help to achieve social equity goals, by supporting disadvantaged and marginalized minority groups and the social integration of individuals from different ethnic backgrounds and also by addressing gender equity, for example, by tackling gender segmentation in the labour market and supporting increased female labour force participation (OECD, 2004).

In India, school and college guidance services are in the embryonic stage, many young people as well as their parents are often deluded in their selection of academic discipline and career paths. The increased number of college students neglecting their academic pursuits, students with unfocused academic records entering into workforce is becoming a great threat to various segments of society (Janetius, Mini & Challathurai, 2011). While Career counseling in schools and colleges are designed to facilitate student's development and their ability to make optimal choices regarding their roles in occupational, familial and social structures; in India, the guidance services are very minimal in schools and colleges, and in most cases young people are confused in their career choice. As a result, there is an "increased number of college students neglecting their academic pursuits. Students with unfocused academic records entering into workforce is becoming a great threat to various segments of society" (Janetius, as cited in Janetius, et al, 2011, p. 1). Therefore, there is a need for educational institutions to help students and parents in guiding their academic pursuits leading to better job and life satisfaction. Apart from culture, economy plays a major role in career choice. Majority of college going students choose careers to maximize their chances of getting a well-paying job after completing their studies.

A study by Kartus (2013) in South Africa established there is a problem of career guidance in Africa. The findings show that there is inadequate provision for vocational guidance or assessment of individual learners in the South African public education system. This results in negative effects such as high unnecessary costs for the Country and South African Business, social discontent and hardship. The author seems to concur with Hurley and Thorp, (2002), when she argues that a lot of young people complete high school with little to no insight into the appropriate career choices suited to their abilities, interests and personalities, and very little knowledge of the employment opportunities available (Kartus, 2013).

The Handbook on career guidance further posits that, many learners don't have a clue about what to study after they complete high school. With unemployment rate as low as 40% in South Africa, some high school leavers believe that their only chance of future employment, is gaining some qualification, like undertaking tertiary education, irrespective of their suitability for the subjects chosen. According to Ngesi (2003), students from disadvantaged communities tend to avoid programs and careers that take long periods of time which their financial status cannot support.

Career guidance has been a major issue affecting many high school leavers in Kenya. In a study by Kithyo and Petrina (2002), it came out so clearly that some schools in Kenya did not have career masters or guidance counselors for a long time and among those which did, the counselors did not have the time or facilities to provide any career or psychological guidance to students. Findings from the study indicate that the career masters generally operate with the assumption that all students ought to end up in university so they only concentrate in helping them to fill the university application forms. This however ought not to be the case because only a small percentage of the students graduating from high school end up in universities

(Kithyo & Petrina, 2002). Some students confessed that they did not know what to do with the career forms because they had not been guided as to how to choose their career and what needs to be put into consideration. Students ended up filling anything because they had not been informed, some students even went ahead to choose careers which they lacked basic requirements for.

Another issue with career choice in Kenya is the parent factor. It has been noted that many parents choose careers for their sons or daughters without even consulting or putting their abilities and interest into considerations (Kithyo & Petrina, 2002). Some parents even threaten to withdraw the financial support if their sons or daughters do not choose what the parents desire. Apart from the parent's pressure, there is also the peer pressure and also the cultural pressure to choose "gender appropriate" careers, meaning that there are some careers which are seen as appropriate for female and others as appropriate for males (Kithyo & Petrina, 2002). Career aspirations refer to an individual's career related goals or intention and motivations which are beyond mere interest (Migude, Agak & Odiwour, 2012). Adolescents are in a position to understand sex type and prestige level of common occupations as well as personal self, (Gotfredson, as cited in Migude, Agak & Odiwour, 2012). Schools are in the most strategic positions to impact on career aspirations because the teachers can identify the learners' aptitudes, abilities and also encourage them to take a certain subject combination leading to certain career paths in which they show potential and interest. The school culture can influence an individual's career choice and aspirations due to the standards of performance and the curriculum the individual learner is exposed to, together with the career guidance which is available in the school (Dondo, 2006).

The Kenya National Examination Council published a booklet to guide weak candidates on vocations to pursue at tertiary institutions to put to an end the trial and error in career choice. This booklet is a follow up of an earlier edition produced by the ministry of education at the advent of the 8-4-4 system, which was inexplicably discontinued despite its popularity. The article continued to point out that; many students complete high school lacking basic and critical information on foundations of career planning and choice (Siringi, 2014). As a result, some enroll to study a course where they lack basic foundation. The author seems to concur with Hurley and Thorp (2002) when they pointed out that students are not receiving career guidance in their schools, and the responsibility has been solely left to their parents who have been helpful in career counseling, although many of them are with limited education or no formal education at all.

In conclusion, it has come out clearly that career choice is a very important decision to be made in life. When wisely chosen careers help reduce stress and increase job performance and satisfaction leading to achievement of organizational goals. On the other hand, if care is not taken to choose careers properly, it may probably lead to frustrations, unproductivity, stress, and burnout and so on.

Influential and Motivational Factors to Career Decision Making

There are several factors which influence the decisions individuals make about the career they need to pursue and also determine how committed they are to the choices they make. Status of the teaching profession, socio-cultural beliefs, fallback, external factors, self-concept, altruistic reasons, extrinsic reasons and intrinsic motivation are discussed below as some of the influencing factors motivating pre-service education students to join the teaching profession.

Status of the Teaching Profession

The teaching profession does not seem to enjoy the enviable status and prestige it used to in the past. This seems to be a situation cutting through many nations of the world. For example, the decline of the status of teachers in society is a problem throughout Europe. In most European countries, the teaching profession has lost much of its attraction for the best candidates because of a decline in prestige, poor working conditions and relatively low salaries (Duchemin, & Pavlovaite, 2013). It is a general perception of stakeholders and teachers in many countries that the teaching profession no longer commands the high status it enjoyed 30 years ago and that teachers, especially primary school teachers, are now 'undervalued by society'. Studies confirm that teaching is very much regarded as 'employment of last resort' by most school leavers and university graduates (Devcota, 2005).

In Nepal, "teachers are expected to play key roles in the community and act as role models and yet most teachers feel devalued and not respected by society. The involvement of teachers in politics also fuels the public's declining perception of teachers". However, some countries like Armenia, Cyprus, Finland, Ireland, Luxembourg and Spain still enjoy high status of the teaching profession, as such young people are attracted to the profession, unlike in other countries where young people would rather opt for other careers than to join the teaching profession, the author continues to argue (Devcota, 2005, p. 23).

As mentioned earlier, the low status of the teaching profession is not a unique situation in Europe, it is being experienced in Africa too. In Tanzania, for example, teachers and the teaching profession have a low status than it did during the colonial days and during the first years of independence (Anangisye, 2009). The low status of teachers and the teaching profession is accounted for by the living conditions of

teachers. The living standards are usually measured in terms of remuneration or the pay and any other gains which in turn affect the social life. Most students admitted to teacher training institutions in Africa and in particular Tanzania are not interested in teaching as a career. It has also been pointed out that teachers in Tanzania have not been regarded with equal status of the lawyers, doctors or architects and engineers, (Mhando, 2006).

One of the reasons given as to why the teaching profession is held in low status by the society is because a majority of the candidates admitted into teacher education programmes in Africa, Tanzania in particular, are not genuinely interested in teaching as a career. Teaching career is also seen as the last refuge to many students seeking employment opportunities (Anangisye, 2009, Bennel & Mukyanuzi, 2005, Mhando, 2006 & Sangoleye, 2011). They take up teaching after failing to secure training opportunities in other careers; because of this view: it is a common practice for teacher education colleges and universities in Africa to absorb academically weak students. As such, these teacher trainees do not regard teaching as their chosen profession. They regard themselves as being in a wrong profession, as they most craved to become doctors, engineers or lawyers, but their poor academic grades left them with no choice except to become teachers (Anangisye, 2009). A study on the living and working conditions of teachers in Tanzania revealed that majority of teachers in Tanzania, both in primary and secondary schools are teachers by choice (Sumra, 2005). However, the education system in Tanzania has absorbed uninterested pre-service teachers to teacher training colleges, which tend to have a negative impact on the education system because such teachers are neither enthusiastic nor committed to their service. (Anangisye, 2009).

Teachers pointed out that another factor which has contributed to the low status of the profession and lack of respect is being forced to live in poor conditions. Shoddy housing accommodations has reduced their status, which in turn has lessened the respect that they were given in their communities. The study states that teachers' status has seriously declined since Tanzania's independence in 1961, when its first President Julius Nyerere used the Kiswahili word *Mwalimu* (teacher) as his title. The situation is likened by one of the teachers in the study as minding the car and paying no attention to the driver, "If you fill a car with petrol, but forget the driver, what will happen?" (Davidson, 2006, p. 6).

The teaching profession was held in high regard in Kenya as a noble profession during the 1970's and 1980's (Taaliu, 2010). However, during the 1990's things started to change, especially with the introduction of the market economy, when careers were valued in terms of money and vocations were being used as a spring board to earn the good money and accumulate wealth. The teaching profession began to lose its prestige because of its low remunerations compared to other professions. This had not been the case during the pre-colonial times and immediately after independence, for teachers were highly regarded and respected (Taaliu, 2010). During the colonial times and the years following independence teachers were respected and given the title "*Mwalimu*". Later as the status of the teaching profession became watered down by poor living conditions and very low remunerations, as compared to other professions, the title changed to *"Ka- mwalimu"*, especially for primary school teachers who earned very low salaries. Teachers could not afford decent clothes and living and some resorted to drinking *chang'aa* and other local brews because they could not afford the standard but more expensive beer (Taaliu, 2010).

In Kenya, "only a minority of teachers have a long term commitment to their profession… Teachers no longer enjoy high occupational status, particularly because the pay of primary and secondary public teachers is very low" (Hyde, Muito & Muito, 2005, p. 22). According to Achoka, Poipoi and Sirima (2011) the morale of the teaching profession has for many years been an area of concern. The authors of the article continue to cite perennial perceptions of the teaching profession as low status, low pay, growing class sizes, changes in education system and lack of professional autonomy.

The teaching profession seems to be the only profession where untrained people practice, unlike other professions like medicine, engineering, architect, accounting and many others, a thing which seems to have lowered the status of the profession. The shortening of pre-service training in many African countries to just one year in college followed by one year of supervised on the job training to curb teacher shortage has also lowered the overall standing of teaching in relation to other professions (Hyde, Muito & Muito, 2005).

As argued by Mugambi and Ochieng (2012), the teaching profession in Kenya falls short of a true profession due to the following;

- Poor status compared to that of doctors, and lawyers. All due to the low remunerations, poor working and service conditions as well as poor career prospects.

- Recruiting people with low qualifications and inadequate resources in the training institution.

- The new developments and delays in teacher recruitment by Teachers Service Commission (TSC) has required teachers to teach subjects they did not train for.

27

- …"teaching has become a dumping ground for those who cannot make it elsewhere those who use it as a stepping stone to better occupation…can afford time to do other things" (p.5).

- Teachers are fragmented by qualifications and area of specialization.

- "Bureaucratic controls" for example there is a lot of scrutiny from without especially when it comes to performance in the National Examinations.

- Having untrained teachers in the classroom as though to suggest that teaching does not require any specialized training.

- Teachers are not in control of what they do.

- There is no uniformity in the admission qualification of teachers to teacher training institutions.

- Kenya does not have a professional body for teachers (Mugambi & Ochieng, 2012, p.4).

Socio-cultural Beliefs

Cultural beliefs differ from one community to another. However, there is a general belief that teaching is more suitable to females than men. This can be evidenced by the gender disparity in the teaching profession and the candidates who apply for various teacher education programmes (Keow, 2005). In many countries teaching is predominantly occupied by women, especially at lower levels. Teaching is one of the traditional occupations which attract many women because women are believed to possess certain personality traits which go so well with the profession (Kibera & Kimokoti, 2007). Teaching is also viewed as a rural based vocation with poor working and living conditions and as such associated with low prestige.

Teaching as a profession is believed to attract people of low academic ability and as such associated with mediocrity and less prestige. Although teaching as a career is seen to attract people who do not have high academic ability there are some qualities which have been associated with good teachers, like people who are persistent, emotionally mature, those who defer self-gratification, are tolerant, empathetic, humble, and have positive self-concept (Kibera & Kimokoti, 2007).

Spiritual and Religious Factors

"Spirituality is inescapable as an entity in our culture and thus could be factored as a possible influence on decision making and career choices" (Tillich, as cited in Bigham, 2008 p.12). Religious and spiritual commitments are critical when it comes to career choice especially to individuals with intrinsic religious orientation who have a belief in a Divine will for their lives. Such people believe that they are called to a certain specific profession. Teachers support this belief with the bible text from the New Testament which say that, "And He Himself gave some to be apostles, some prophets some evangelists, and some teachers" (Ephesians 4: 11). It is viewed that career decision making is a process of trying to discern Gods will (Duffy & Dik, 2009).

According to Dewey as cited in Bigham (2008) teachers need to realize the dignity of their work, teachers work is more than a job it is a calling; the teacher is a social servant set apart to maintain proper social order and the security of the right kind of social growth. Dewey went a step further to point out that the teacher is seen as a prophet of the Almighty God. Teaching is one of the lowly paid professions a factor that qualify it as a calling because careers which are entered into not necessarily for monetary gains are viewed as a calling. A career is considered a calling when the workers feel a strong sense of commitment and passion (Weber, 2004). Many people

perceive teaching to be demanding but those called to it acknowledge there is a lot of self-sacrifice. Reason being that all what teachers do is mostly geared to helping others other than self. Although there seem to be divided voices in the definition of career calling, there is a consensus that individuals who view their work as a calling seem to have a stronger sense of meaning, purpose and fulfillment as they desire to contribute to the development of society by serving others. Their satisfaction and fulfillment is from the work itself not the extrinsic rewards (Dik & Duffy, 2009).

Life circumstances. Life circumstances, in this study, will be used to mean all the uncontrollable situations, events and conditions that occur at an individual or societal level that may constrain career decision making as pointed out by Duffy and Dik (2009). These circumstances are not always negative; in fact, sometimes they are positive and bring forth fruitful career outcomes. Although it should also be understood that sometimes uncertain life circumstances may have both positive and negative effects on an individual's career development from onset to retirement. One of the respondents in Gordon's study stated that they joined teaching as a profession because the family could not afford the medical school that he wanted to join (Gordon, 1993).

External factors strongly influence individuals as they make their career choices (Gordon, 1993; Duffy & Dik, 2009). Many individuals pointed out that, they were influenced by either their friends or their friends' parents. For example, one of the respondents declared that he was orphaned at a very early age and as a result of lacked parental guidance. He did not know what career to pursue but his friends' parents who were teachers guided him and encouraged him to become a teacher (Gordon, 1993).

Those who were influenced by their teachers either got a positive or negative influence. Those who were positively influenced by teachers pointed out that they had a special teacher who inspired them to become teachers, while on the other hand those who were negatively influenced by teachers stated that they had teachers who neglected the students or their duties, were racist or discouraged the students in their teaching process. One respondent said her teachers were not caring and she never got help from them when she needed it, so she wants to become a teacher to help students who find themselves in her situation, but more than a half of the teachers were inspired by one of their favorite teachers (Stichert, 2005).

Fallback Career Choice

As explained earlier the term "Fallback Career" in teaching refers to the extent to which pre-service education students had to choose teaching because they could not be accepted into their university degree of choice or being unsure what career they wanted (Watt & Richardson, 2007; Suryani, 2013). So, the pre-service education students who join teaching as fallback choice are the ones who preferred other careers like medicine, nursing, accounting, music, social work or coaching more than teaching but their hopes were deemed due to racism, sexism, poverty or lack of adequate preparation (Gordon, 1993). Fallback career is also known as a second-choice career if one's first choice career dream does not get fulfilled.

In Nigeria the general belief is that young adults only choose teaching profession as a last resort, this is a common belief in the media with statements such as "most teachers found themselves in the teaching profession not as a first choice but as a last resort" (Korb, 2010, p.2). However, the researcher found out that only 18% of pre-service education students choose teaching as a last resort and that majority of the teachers choose teaching because they wanted to shape the future of children and

make social contribution. This is a stereotype that may need to be corrected because it strongly contradicts the general belief, that students choose teaching as a last resort.

One of the teachers who joined the teaching profession as a fallback career, reported that she was torn when applying to university, on one hand she wanted to take agriculture and become a veterinarian because she was a farm girl and on the other hand that is not the kind of lifestyle she wanted to lead, so she made a choice to become a teacher because that would enable her to be home and raise her kids. Another participant turned to teaching as a second career choice after working as a banker for many years because she was not happy and when she looked at other professions teaching seemed to have advantages over the other professions. So there seems to be a stereotype that may need correcting because not many teachers choose teaching as a last resort according to literature (Hellsten & Prytula, 2011).

External Factors

External factors which influence career choice can be defined as the motivation that originates from someone or something outside the individual, whereby the satisfaction of some external factor or criteria represents the primary motivation. Family expectations and needs, life circumstances, spiritual and religious factors and social service motivation are categories that represent factors outside the individual that either constrain or motivate their choice (Duffy & Dik, 2009). The external career influences are perceived to be those influences which are beyond self or which originate beyond self.

In a study by Gordon, (1993), majority of the respondents acknowledged that they joined teaching due to external influence. The influence was either from their family, a friend or a teacher. Gordon continues to outline that the family had the most influence especially those who came from a family of educators. The family

influence can be categorized into two; one is the family of educators where either the parents or other family members were teachers. The other category of family was strong families where the families may not be teachers or even have college degrees but these families tend to pull together during hardships and decision making.

An individuals' family can affect the development of internal values, interest and skills and a person's stability in the working world, even in the American culture that often values individualism over collectivism as observed by Williams, as cited in Duffy and Dik (2009). It was also established that influence of others such as parents, spouses, and former teachers have had a great influence in the choice of teaching as a career (Joseph & Green as cited in Daniel & Ferrell, 1991). The external influences may limit or enhance a person's career decision making. For instance, individuals who are brought up in a particular environment and subjected to particular socialization experiences usually develop unique sets of career belief and expectations (Fouad, as cited in Duffy & Dik, 2009). As mentioned earlier external factors which influence individuals can be categorized into four major types: family expectations and needs, life circumstances, spiritual and religious factors, and social service motivation. All of these factors motivate individuals' career choice in one way or another.

Parental and family influence. A good percentage of individuals in the work force are working so as to meet family expectations and needs. An individual's family can affect the development of internal values, interests, and skills and a person's stability in the working world as asserted by Whiston & Keller as cited in Duffy & Dik, (2009). A review of 77 studies exploring the family of origin influences related to career development process "concluded that family of origin characteristics significantly relate to peoples' aspirations, interests, feeling of support,

self-efficacy, and choice (Duffy & Dik, 2009, p.32). Family expectations and needs have an impact at all stages of career decision making from the school leaver to the experienced professional who may be looking for a new employment. Although career choice ought to be an individual decision, parental influence seems to play a major role. According to research, parental influence ranks highest followed by that of teachers (Kniveton, 2004). Parents have a very strong influence because they provide examples of workers or role models to their children. It has also been established from research that many adolescents and especially those who come from collectivist cultures parents may already have a career path planned for them, for example taking over a family business or the parents may inflict shame and guilt if a certain career path is not followed (Miller & Brown, 2005; Young et al. as cited in Duffy & Dik, 2009). It has been noted that many parents dictate the career choice their daughters or sons should pursue without minding the ability and interest of the child, all they are concerned about are their own interest and desires (Furo, 2014). They impose their ideas on career and occupational inspiration and as a result of this imposition the adolescents and young adults are not aggressive about their careers (Kumar, 2016).

Research has also ascertained that parental influence is so high and about 60% of children usually take after their fathers occupation while about 23% take after their mothers, a reason why many teachers come from a family of educators (Okeke, as cited in Furo, 2014). Kumar seem to concur with Furo (2014), when she states that, the father's expectation and occupation play the most significant role when it comes to influencing their child's career choices. A mother's occupation may also play the same role but mostly with the same sex children (Kumar, 2016).

Specifically, fathers play a major role in choosing career of their offspring. Generally, in developing countries male parents are the primary bread winner of the family and considered as head of the family, are mostly educated, experienced, have more social exposure, contacts and knowledge on current affairs than women that maneuver career decision making of their offspring. In most of the culture women are considered as secondary family decision makers though they are educated and employed or academically and economically powerful (Kumar, 2016, p. 28).

According to Hellsten and Prytula (2011), many participants in their study declared that they were influenced by family members to join the teaching profession; one of them reported that, her aunt and sister were teachers who acted as role models and inspired her to become a teacher. Another one also said that her mother and two sisters were teachers and made her become interested in the profession.

Although research shows that girls are more influenced by their mothers while boys are influenced by their fathers, when it comes to birth order, the first born children are influenced by their fathers and last born children by their mothers. It has also been pointed out that last borns are significantly influenced by first borns who had been influenced by their parents (Kniveton, 2004).

The socio-economic status of parents has a great influence on the educational attainment of the adolescents and inevitably their career choice. The more economically stable the parents are, the more likely they are to keep their children in school and support whatever career explorations their children may have (Kumar, 2016). Parental influence on career decision making and choice can either be through parental values and expectations, parent- child relationship or through gender socialization. Although many parents seem to be unaware, their norms, values and preferences impact on their children's career choice, because children internalize their

parental norms, values and preferences and act in conformity with those norms (Simpson as cited in Jungen, 2008).

It has been explained by Jacobsen that it can be dangerous when children follow their parents' norms and values without developing their own sense of self. He continues to point out that if the family norms and values fit together with that of the adolescent, they find support and guidance throughout their career, however if the values do not interconnect one can build on a career that pleases the parents but end up leaving them frustrated, discouraged and feeling so empty. This happens when children seek acceptance by adopting parental values and living out their parental aspirations due to that natural desire to connect with the parents (Jacobsen, 1999). Children and adolescents are so keen when it comes to their parental expectations particularly on career choice and some will not pursue a career without parental approval (Taylor, Harris & Taylor as cited in Jungen, 2008).

Parent – child relationship to a great extent influence career decision making. Parental connection coupled with challenge and support play a key role in the motivation that young people need when making future plans. Adolescents who feel connected to their parents get disturbed if the parents do not agree with their career choices and they end up choosing a career that is pleasing to their parents. On the other hand those adolescents who feel emotionally separated from their parents will go ahead and choose a career which is of their interest whether their parents approve it or not (Li & Kerpelman, 2007)

Discernment on gender roles and parental authority has an impact on career choice of adolescents. Children usually take a keen note on which parent is in charge of money, manages family events and who instigates family conversations (Jungen, 2008). Research shows that girls who experienced strong father dominance in the

family are more likely to pursue careers that are predominantly female. Adolescent's career aspirations were found to be influenced by parental dominance experienced at home and not necessarily the dominant role the parent might have at the work place (Lavine as cited in Jungen, 2008).

Parents who are not involved in career choice discussions with their children produce young adults who are not stable in their careers and most of them become job hoppers, while adolescents who get support from their parents are involved in career exploration activities (Kumar, 2016). She goes further to say that support and punishment of certain behaviours can either encourage or hinder a child's interest and abilities hence influencing their career aspirations.

Apart from adolescents joining the world of work for the first time, adults in the working world are also influenced by the family, for example those at the age of having children should make career decisions that not only affect them but also their spouses and put into consideration the need to care for older family members, family relocation and economic pressure (Greenhaus, Parasuraman & Collins, 2001). The power and influence of the family of origin cannot be overlooked in the initial career decisions and subsequent job choices especially when family expectations and needs conflict with an individual's aspirations (Young et al, 2001).

Self-concept

According to Nasir and Lin (2013) self-concept is the picture individuals have of themselves. How individuals visualize themselves is their self- concept or self-image. This picture of self includes an overview of their appearance, physical health, abilities, weaknesses and behavior. They continue to argue that the aspect of self-concept is an individual's self-assessment or how one thinks of themselves. According to Hamacheck cited in Mishra & Yadav, (2012), self-concept is a person's

total view of himself. They articulate that self-concept is composite of the beliefs or

perception one has about himself, on the aspects of physical, psychological, social and

emotional characteristics, aspirations and achievements. They further argue that self-

concept is an individual's evaluation of self which in total includes attitudes, strengths

and weaknesses which make the self-system. This observation is very much

connected with how an individual believes about their capability, past achievements

and failures and what they think about their future (Nasir & Lin, 2013). When a

student for example is given the opportunity to describe him/herself as accurately as

possible, description such as intelligent, hardworking, caring, responsible, insightful,

etc. would describe how the student views his/her self (Mishra & Yadav, 2012).

The physical self-image is usually formed first and is related to the student

physical appearance; psychological self-image is based on thoughts-feelings and

emotions. They consist of the qualities such as courage, honesty, independence, self-

confidence, aspiration and abilities of various kinds (Mishra & Yadav, 2012, p.4).

The researchers outlined some definite characteristics of self-concept as

follows:

(i) Self-concept is organized which means that an individual collects information

and organizes it in order to come up with a conclusion or acuity of self-

concept.

(ii) Self-concept is multifaceted because it includes the physical, social and

academic views of oneself.

(iii) Self-concept is hierarchical on a dimension of generality meaning that it is

developmental and increases with age and

(iv) Self-concept is stable in that the primary self- concept of an individual does not change although with positive thought it can be improved (Mishra & Yadav, 2012).

Self-concept is also based on what individuals believe significant others in their lives think of them. If individuals believe that these significant people think favorably of them, it mirrors what they think of themselves. Encouragement, love, praise, reassurance, positive comments, sincere caring and interest on the part of teachers, parents and others whom they consider of some significance have been found to aid the development of positive self-concept or high self-esteem in individuals. Self-concept is largely learnt over a period of time, it is not a one-time thing and mostly this is through conditioning, identification, and imitation. As individuals mature so does the self-concept and it tends to become stable (Mishra & Yadiv, 2012). Although others researchers have a different view that self- concept is not static rather it is dynamic and is constantly changing (Nasir & Lin, 2013). They continue to point out that self-concept is dependent on how an individual relates and socializes with others and the environment. It has also been revealed that an individual's self-concept affects career choice and job satisfaction. Individuals who choose their careers which match their self-concept will in return enjoy and find satisfaction from their occupations.

Individuals who are not appreciated and /or are constantly scolded and rarely shown affection are likely to develop poor self-concept or low self-esteem. These individuals with low self-esteem have less self-confidence and develop feelings of inferiority. It is becoming increasingly known to educators that self-concept and self-esteem have an impact on classroom behaviour and achievement. It can also be argued that high achievement in class leads to high self-concept or that high self-

concept leads to high achievement and self-concept of teachers (Mishra & Yadiv, 2012). The researchers found that there was a significant relationship between self-concept and interest in teaching among pre-service teachers. Those teachers who choose teaching as a career in conformity with their self-concept were found to mentally be prepared to face the challenges they faced at work. They were also found to assess themselves positively and believed they were able to handle responsibilities and face any disappointments (Nasir & Lin, 2013).

Motivation

Brown (1994) asserts that motivation is a term that is used to define the success or failure of any complex task. Steers and Porter (1991) point out that when discussing motivation, the emphasis is usually on the inner drive, which directs individuals to behave the way they do and what makes the behaviour persistent. In agreement, Dornyei, as cited in Suslu (2006), posits that motivation is accountable for people's behaviour, why they decide to do something, how long they are willing to sustain the activity and how hard they are willing to pursue it. Elsewhere, Ryan and Deci (2000) seem to be of the same mind when they argue that being motivated is to be moved to work on a task. They continue to explicate that motivated people are energized and activated to complete whatever task they start. Their findings seem to agree with those of Williams and Burden, as cited in Suslu, (2006), who points out that concern, interest, curiosity or yearning to achieve are the key factors that make up motivated people. They continue to argue that arousing interest is not enough to result in motivation; the interest needs to be sustained. According to the business dictionary, motivation has been defined as the internal and external factors that stimulate desire in people to be continually interested and committed to a job, role or subject to make effort to attain a goal.

From the reviewed literature, reasons for choosing teaching as a profession have been categorized into three; altruistic, intrinsic and extrinsic (Stichert, 2005; Kyriacou & Coulthard, 2000). Motives can be distinguished according to the extent to which they promote lasting and effective engagement in a task (Bruinsma & Jansen (2010). They argue that motivation can either be adaptive; that is facilitating deep and lasting engagement in a task or maladaptive, facilitating disengagement or superficial involvement in a task. In the same study they also assert that intrinsic motivation is considered an adaptive motive but extensive motives may be either adaptive or maladaptive, in other words extensive motivation can be either beneficial or detrimental to deep and lasting engagement in a task.

A study by Sumison (2000), on motivations for career choice of pre-service teachers in New South Wales, Australia and Ontario, Canada, established that teacher trainees are mostly motivated to by altruistic reasons which include service to the community, longing to share ones knowledge and to change the lives of children. Extrinsic motivation which includes material benefits like job security, compatible working hours was found to be influential sometimes. The researcher continues to argue that prospective teacher's motivation is mainly assumed to be for altruistic reasons but according to her this assumption seems to disagree with market responsive theories which conceive that career decisions are influenced by monetary gains where decisions are made in accordance with economic dictates of the labor market (Sumison, 2000). The study also contends that, those who chose teaching as a career do so by personal agency, meaning that their career choice is motivated by beliefs of self-efficacy and personal and social responsibility. Work is thus seen as part of one's personal identity and worth, (Brown, as cited in Sumison, 2000). From

the varied motivating factors given by the pre-service teachers as their reasons to join the teaching profession, the researcher identified four constellations as follows:

Constellation 1: Little sense of personal agency. The Pre-service teachers who fell in this category pointed out that their decisions to become teachers were influenced by forces beyond their control and they found themselves in teaching by chance while for others it was by default. This constellation agrees with what other researchers have termed as fallback (Korb, 2010).

Constellation 2: Teaching as a means of gaining personal agency. Those who choose teaching under this constellation did so as means of fulfilling personal needs and goals. For example, some of the pre-service teachers chose teaching for empowerment, as a means of improving their economic status and a means of meeting emotional/ psychological needs, which the pre-service teachers felt that other professions were unlikely to fulfill.

Constellation 3: Teaching as a means of helping others gain agency. The pre-service teachers who fell under this category indicated that they had "in view more than their own satisfaction" these are people who saw teaching not as a job but as a "vocation" or "calling". They gave reasons like a desire to make a difference to children's lives and an opportunity to contribute to the society (Sumsion, 2000). This agrees with what other researchers have found that most pre-service teachers choose teaching as a career with the desire to help children and make a positive impact in their lives (Stchert, 2005).

Constellation 4: Self as an agent of reform. The pre-service teachers saw teaching as their means of effecting reform in the education sector. The pre-service teachers focus was to reform educational practices. Some of these pre-service

teachers said that their negative experiences as students were instrumental to their desire to make positive changes in education system.

Altruistic Reasons

These refer to the unselfish regard for or devotion to the well-being of others. Those who are motivated by altruistic reasons see teaching as a worthwhile and important job, with the desire to help children succeed, and contribute to the development of the society (Stchert, 2005). In a seminal work by Lortie, (1975) teaching is described as a valuable service of special moral worth. Altruistic reasons refer to motives where the pre-service teachers desire to be of assistance to others and society in general. The teacher is motivated by a genuine desire to contribute to students' academic and life success; and wants to contribute to the overall development of society (Kyriacou & Coulthard, 2000). The most important purpose of teaching is to ensure that learning takes place and help students understand who they are by helping them realize their potential. Teachers, who have the altruistic motive, see themselves as having an important role to play, the role of being leaders who are called upon to advance society and civilization and influence the world positively (Mwamwenda, 2010). The author continues to argue that altruistic reasons for joining the teaching profession are viewed as the unselfish devotion to the wellbeing of students and the community. Whereby service to the community makes many teachers feel that the teaching profession benefits society more than any other profession (Mwamwenda, 2010).

From the reviewed literature most pre-service teachers indicate that they were motivated by either altruistic or intrinsic factors to join the teaching profession. They have pointed out "desire to work with children and adolescents" and "to be of service or to contribute to society/country as the major altruistic reasons (Stichert, 2005).

Intrinsic Motivation

According to Ryan and Deci (2000), intrinsic motivation is the performance of an activity for its inherent satisfaction rather than for some separate consequences. As observed by Deci, Valler and, Pelletier and Ryan (1991), individuals who are intrinsically motivated engage in activities that interest them and they do so freely with a full sense of volition and not necessarily for material rewards. They continue to explain that people who are intrinsically motivated feel that they are doing an activity because they have chosen to do so voluntarily. Intrinsic motivation is considered to be highly self-determined in the sense that the reason for doing the activity is solely connected to the individuals' positive feeling while performing the task (Demir, 2011). In conformity, Stichert, (2005) and Kyriacou and Coulthard, (2000),states that intrinsic motivation are reasons that cover the aspect of the job activity itself, such as the activity of teaching children, an interest in teachers subject matter knowledge, expertise and a sense of calling. According to Mwamwenda (2010), intrinsic motivation is the internal psychic satisfaction, personal accomplishment or sheer joy of work. In the teaching profession, it is experienced when teachers are driven by the joy of seeing students learn, making a contribution to social service, fellowship with other teachers and colleagues, love of the subject taught, enjoyment in teaching and love of teaching; being respected, appreciated and valued by students, parents and community; and the opportunity to impact the lives of young people that they teach.

Research has found out that intrinsic motivation is more effective than the external rewards because external rewards have been found to reduce internal motivation (Demir, 2011). Intrinsic motivational factors always present the task as enjoyable, interesting, and psychologically rewarding. Research has shown that there

is a high correlation between intrinsic motivation and teaching effectiveness (Suslu, 2006). Intrinsic motivation can be divided into two views in regard to the teaching profession: (a) the educational process itself, and (b) the subject matter. The first view of educational process itself is all about teacher's performance working with students and perceiving the changes in students' behaviour and performance. The other one, the subject matter is about studying a valued field and new information which leads to professional growth (Suslu, 2006). Concluding the intrinsic motivation, it can be said that, those who choose teaching as a career out of the desire to feel competent, gain mastery or satisfy curiosity have intrinsic reasons (Bruinsma & Jansen, 2010).

Extrinsic Motivation

Extrinsic motivation has to do with tangible benefits related to the job such as salary, fringe benefits, job security and the like (Lathan, as cited in Suslu, 2006; Kyriacou & Coulthard, 2000). Extrinsic reasons cover aspects of the job which are not inherent in work, the work itself, such as long holidays, good remunerations, perceived social status, job security, time compatibility, and other external rewards (Stichert, 2005 & Lortie, 1975). It is further affirmed by Mwamwenda, (2005) that extrinsic reasons entail motives pertaining to money, prestige, power and benefits derived from teaching as a career. Opportunities for promotion and available time for interacting with the family have also been classified under extrinsic motivation (Mwamwenda, 2010). Physical conditions, the amount of work and the facilities available for doing the work are classified as belonging to the extrinsic group of motivations (Herzeberg et al., as cited in Suslu, 2006). The extrinsic motivations are concerned with the performance of an activity in order to gain separable outcomes which are very contrary to intrinsic motivation (Ryan & Deci, 2000; & Lortie, 1975).

From the reviewed literature, pre-service teachers who choose to become teachers to receive external rewards, external praise or because it was prescribed by others are acting on extrinsic motives (Bruinsma & Jansen, 2010).

Commitment to the Teaching Profession

Commitment may be described as loyalty and support for an organization (Iro, 2010). Commitment is further explained as the degree to which an employee identifies with the organization and wants to continue actively participating in it (Newstrom & Davies, 2002). As posited by Iro, (2010), there are three factors of commitment which include a strong desire to remain a member of the organization, a strong belief in and acceptance of the values and goals of the organization and the readiness to exert considerable effort on behalf of the organization.

Commitment in teaching may be described as the "teachers' psychological attachment to the teaching profession" (Coladarci, (1992 p. 326). Commitment is a vital factor that influences teachers' work and student achievement in schools. Committed teachers put more effort and time to their work and they are attached to their schools and also put effort to achieve their goals in teaching. Researchers agree that teacher commitment is fundamental to the work of teaching and functioning of the education system. Teacher commitment and engagement have been found to be among the most critical factors in the success and future of education (Elliot& Creswell, 2002). Teacher commitment contributes to teachers work performance; it reduces absenteeism, burnout and turnover and has a very important influence on student achievement (Kiplagat, 2011). As articulated by Lortie (1975), teacher commitment is the willingness an individual enacts in investing personal resources to the teaching task.

As pointed out by Mart (2013) a teacher who is committed will always make every effort to advance students' professional competence by providing them with quality learning environment. Teacher commitment has been identified as a crucial factor to an effective school, teacher satisfaction and retention. Researchers have highlighted that low commitment results into decreased student achievement (Jeffres & Haughey, as cited in Kiplagat, 2011). A study by Chan (2006), observed that the quality and performance of teachers has been a concern to educators and other education stakeholders. He further pointed out that academic qualification, subject matter knowledge; pedagogy and teaching skill are crucial factors determining teacher competency and effectiveness. However, a knowledgeable teacher without commitment, passion and enthusiasm in teaching will not uphold quality education (Manning & Patterson, 2005). They point out that knowledge and teaching skills without dedication and commitment to teaching does not necessarily produce quality education. A study by Mugo (2009) asserts that teachers in Kenya have portrayed a lack of commitment in their teaching; this is evident in their instability in the teaching profession and low morale in their day to day activities and hence low performance.

A passionate and committed teacher who is dedicated to the teaching profession will motivate students to learn (Czubaj as cited in Chan, 2006). Committed teachers have also been known to bring about innovations which are beneficial to students' learning and development (Huberman, 1993). Committed and passionate teachers are noted to relate well with their colleagues, students and the administration, the quality of their work is very high and they are proud of their schools (Mart, 2013).

It should however be noted that teacher commitment is conceived differently by different people. A study by Crosswell and Elliot (2004), established six categories

which represent the different ways in which teachers perceive, understand and conceptualize teacher commitment. The categories are listed as follows:

1. Teacher commitment as a 'passion'.

2. Teacher commitment as an investment of time outside of contact hours with students.

3. Teacher commitment as a focus on the individual needs of the students.

4. Teacher commitment as a responsibility to impart knowledge, attitudes, values and beliefs.

5. Teacher commitment as 'maintaining professional knowledge'.

6. Teacher commitment as engagement with the school community (p. 6-7)

In another study, Fried (2001) outlined ten characteristics of passionate teachers as:

i.   likes working with young people

ii.   that student's lack of knowledge and skills cannot be an excuse to decrease his feeling of compassion for them

iii. cares about students effectively reflects them in his work at school.

iv.   is serious and has sense of humour

v.   tolerates absurd and meaningless things that students exhibit in their behaviours but at the same time critical and very attentive to manners that students must have.

vi.   avoids condemning ideas of unpopular and young people and attempts to create a culture of mutual respect.

vii. takes risks; therefore, as much as any person makes mistakes they derives lessons from mistakes rather than ignore them.

viii. endeavours to establish and maintain a learning environment where students can learn from their mistakes.

ix. takes his mission seriously and reflects his ideas and beliefs clearly

It can be concluded that, commitment is a word that distinguishes teachers who are caring, dedicated and those who take their jobs seriously from those who put their own interest first. Professionally committed teachers take their jobs seriously and enjoy teaching (Elliot & Croswell, 2001). Commitment is not only essential in the teaching profession but for any organization to succeed, its employees must be committed to the organization and work to achieve the organizations objectives. Mart (2013) emphasizes the importance of commitment when he points out that, commitment is a very crucial component to success in teaching. Teachers who are committed see their student's welfare; they care and respond to their needs. They also endeavor to develop professionally by improving on their practice and being involved in action research. They work well with their fellow teachers and are also available and approachable as they relate with the students. The same teachers are always appropriately prepared for their lessons (Nais, 1991). Committed teachers do not view teaching as a job but rather a vocation or a calling. As such they invest their personal time even outside school contact hours. They see teaching as an all-encompassing profession that requires the whole being on a daily basis. To them teaching is a way of life. They think of their school work working on other personal things (Tyree, 1996). It should however be noted that there are some factors in an organization which can enhance or diminish commitment.

Factors that may promote motivation and commitment of teachers, according to Kariuki (2011), include the following; amount of pay, administrative support, students' interest in learning and behaviour, teaching facilities, the work itself, job

security, promotion, responsibility, involvement in decision making and opportunity for further training. On the other hand, factors which have been noted to diminish commitment are as follows; inadequate compensation to their efforts, poor working conditions, lack of administrative support, not being involved in decision making, and the status of the teaching profession (Kariuki, 2011; & Shiundu & Omulando, 1992).

It is argued that teacher commitment decreases progressively over the course of their career. This commitment at the beginning of their career is associated with professional identity (Fraizer et al., as cited in Sang, 2013).

Factors that Go into Choosing a Career

The factors to be considered when choosing a career are beyond the superficial factors like prestige and income because they do not bring about job satisfaction. The most important factors have to do with the self (Bossman, 2014). Skills and abilities are very important when choosing a career. Before one settles for a certain career they should examine their potential, identify what they are good at, and match their skills with the job requirements. Among the many factors to be considered, the environment, opportunity and personality seem to stand out as the most important (Borchert, 2002).

The diagram shown in figure 2 on page 51 from the University of Kent is a summary of the factors that go into choosing a career. This study is not going to deal with all the factors, emphasis will be put on the motivation factor but all those other factors are also very important.

Figure 2. Factors that go into choosing a career.
    Adapted from University of Kent Careers (n.d)

Summary of the Review of Literature and Studies and Knowledge Gap Revealed

This chapter summarized literature reviewed on the reasons why individuals choose teaching as a career and the motivating and influential factors which contribute to the same. Studies on reasons why people choose teaching as a career has been an area of interest for researchers since the 1920 and it continues to be because there are still gaps to be filled.

Many studies have looked at the factors which attract people into the teaching profession, factors which motivate individuals to change their careers to teaching and so on. Some of the factors which are covered in this study include status of the teaching profession, socio cultural beliefs, fallback, external factors e.g. family, friends and teachers, self-concept, altruistic reasons, extrinsic reasons and intrinsic reasons. Unfortunately, there seem to be very limited literature on which influential and motivational factors seem to correlate with career commitment, a gap this study aspired to fill.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the methods the researcher followed to ensure the reliability and validity of the research instruments and research method appropriateness. Specifically, the chapter describes the research design, population and sampling techniques, research instruments used to collect data, data gathering procedures, statistical treatment of data and ethical considerations.

Research Design

Research design is a detailed plan on how research was conducted or the procedures for collecting, analyzing, interpreting and reporting data (Creswell, 2008). This study employed a Correlational research design and a concurrent mixed methods approach. In a concurrent mixed method, the research uses both quantitative and qualitative approaches without prioritizing one over the other for a comprehensive analysis of the research problem. Concurrent mixed method was used in this study because it is an efficient design in that, data is collected at the same time and the exercise takes less time compared to other mixed method designs. Mixed method was also used because many of the studies conducted on the factors influencing individuals to join the teaching profession have been mainly quantitative. A study by Gore, Smith, Holmes and Fray (2015) investigating the factors that influence the choice of teaching as a first career between 2005 and 2015 found that 40 studies had used quantitative approach while 18 had used qualitative approach and only 17 had used mixed methods. The quantitative data was collected using a researcher developed questionnaire which adapted some statements from the FIT- choice scale,

while qualitative data was collected by use of interviews to source for in-depth information from the pre- service education students, especially those who had passed so well and could have qualified for any career but they chose teaching as a career.

The researcher used the concurrent mixed method design because the use of this type of mixed methods strengthens and counteracts the weaknesses of one method. In addition to making up for the weaknesses of one method, mixed methods usually provide a more complete and comprehensive understanding of the research problem (Creswell, 2008). The results from the studies which used quantitative methods have not shown much emphasis on deeper expressions and motivational orientations of respondents and how these motivations relate to their commitment to the profession, something this study intended to pursue.

Population and Sampling Techniques

The population of the study comprised of pre-service education students from selected chartered universities in Kenya. Six public and private universities which had been in existence for at least twenty years, and had been offering teacher education were selected in this study. Choice of both public and private universities was because teachers graduating from both public and private universities seem not to be committed to teaching as their career choice. By the year 2013 there were three fully chartered public universities and three fully chartered private universities in Kenya which were offering teacher education and had been in existence for twenty years. Third and fourth year pre-service education students were purposively sampled with the assumption that if they had not changed their minds during their first and second years of training, they were interested and committed to the teaching profession. This assumption was, however, found not to be true because some third

and fourth year students clearly indicated that they were not committed to the teaching profession but some unavoidable circumstances kept them in the training.

Purposive, cluster and convenience sampling were employed in this study because it can be used in both quantitative and qualitative research. The purposive sampling was used to select the six universities in Kenya offering teacher education by the time of the study and which had been in existence and also had offered teacher training for at least twenty years. Cluster sampling was used to select the third and fourth year pre-service education students in teacher education who were sampled because of their experience and level of training. The sample was taken from the third and fourth year education students who were currently registered for semester beginning August to December 2016. Because of the large number of students in the public universities, not all the third and fourth year education students were registered for that semester. Convenience sampling was used to select those who participated in the interview. In some universities, it was either both third and fourth year students doing their second semester or third year students doing their first semester and fourth year students doing their second semester. As a result, not all the third and fourth year students were registered during the period of data collection for this research.

Table 1 presents the study sample.

Research Instruments

This study used a researcher prepared questionnaire which adapted some statements from the FIT-Choice Scale from Watt & Richardson, (2007). The research could not use the FIT-Choice scale as it is because it does not cater for the commitment aspect which is the dependent variable in this study and the researcher also wanted to establish the demographic description of the respondents which was not provided in the FIT choice scale. The research also used a structured interview

Table 1

Study Sample

Type	University	Students
Public	University A	370
	University B	316
	University C	227
Private	University D	32
	University E	34
	University F	22
Total		**1001**

schedule which the researcher developed to collect qualitative data on the influential and motivational factors which led to the choice of teaching as a career and the desire to remain committed to the teaching profession.

After the demographic description of the respondents, the questionnaire was used specifically to measure the commitment to teaching profession which consisted of fourteen items, the perception of the respondents on the status and the socio-cultural beliefs was established by rating four items on each, which were rated on a four point scale where 1-4 stated "disagree", "tend to disagree", "tend to agree" and "agree".

The next part of the questionnaire was on the influential and motivational factors namely fallback which had five items, external influence had seven items, self-concept four items, altruistic reasons nine items, extrinsic reasons ten items and motivation/intrinsic seven items which were rated on a five point scale ranging from 1-5 "not at all important in your decision", "slightly important in your decision" moderately important in your decision" "important in your decision" and "very important in your decision". The last part of the questionnaire was an open ended one

where the respondents were to briefly state the main reasons for choosing to become a teacher. The permission letter is in Appendix B.

Validity of the Instruments

Validity may be described as the determination of whether research instruments will measure what they purpose to, and whether the questions are well constructed and appropriate to the respondents. Validity in quantitative research is concerned about the objectivity, predictability, controllability, while in qualitative research validity is concerned with honesty, richness, depth, scope, authenticity uniqueness, strength of feeling etc. (Cohen, Manion, & Morrison, 2009). To establish validity in this study, content and construct validity of the questionnaire was established by proper conceptualization and operationalization through review of literature. The questions on the interview schedule were also subjected to expert validation by the supervisors of the study and faculty in the school of Education, Humanities and Social Sciences University of Eastern Africa, Baraton.

Critique on the questionnaire and the interview questions from the supervisors were used to improve the instruments, other adjustments were made after the pilot study was conducted in two universities, a private and a public one in Uashin Gishu County which was different from the county where the actual study was conducted. Feedback, from the pilot study proved to be of great help. It helped the researcher to delete some of the statements or rephrase them to be clearer and more in tune with the purpose of the study. During the interview the respondents had to be redirected when they would get excited and get off the topic of discussion.

Reliability of the Instruments

Reliability is defined as the degree to which an instrument consistently measures whatever it is designed to measure (Creswell, 2008). To establish reliability of the research instruments, the researcher carried out a pilot study in two universities in Kenya; a public and a private one, which trained teachers by the time of the study and were not part of the sample for the study. The inclusion criterion, used required certain characteristics from the participants to qualify them for the sample. The criterion in this study was teacher education because the participants in the study were pre-service education students in their third and fourth year of study. The feedback from the selected universities was used to improve the research instrument. Cronbach's alpha coefficient of 0.6 and higher was used to determine the reliability of the research instrument.

The reliability in this study was calculated using the Statistical Package for Social Sciences (SPSS) version 20 and the following was established; commitment to the teaching profession .790, status of the teaching profession .726, socio-cultural beliefs about the teaching profession .621, choosing teaching as a fallback .636, external influence to the choice of teaching as a career .743, self-concept as a motivation to choose teaching as a career .769, altruistic reasons as motivating factors to choose a career in teaching .776, extrinsic factors as a motivation to join teaching .868 and intrinsic motivation.754. The instrument was thus found to be reliable to collect data for the study.

Data Gathering Procedures

Following the research proposal approval, the researcher, through the Director of Graduate Studies proceeded to seek clearance from the University of Eastern

Africa, Baraton Research and Ethics committee. After the approval from the ethics committee, the researcher further sought an introductory letter from the Director of Graduate Studies and Research to facilitate the application to the National Commission for Science, Technology, and innovation (NACOSTI) for a research permit.

On receiving the research permit from NACOSTI the researcher reported to the county commissioner Nairobi County and the County Director of Education of Nairobi County. The researcher further sought an introductory letter from the Director of Graduate Studies and Research University of Eastern Africa, Baraton to the selected universities which participated in the study. With the introductory letter and the research permit, the researcher personally visited the sampled universities and sought permission to collect data.

After presenting her request to the Deputy Vice Chancellors in charge of research from the selected universities, the researcher waited for communication because in these universities there were bodies to approve such requests. After sometime, the researcher received communication from the selected universities either through phone calls alerting her to go and collect the letters of authorization or others were directly sent to her through the email. Subsequent to receiving the permission, the researcher personally visited these universities and introduced herself to the deans of schools/faculty of education who later sent her to the chairpersons of departments. At the department level the researcher once more introduced herself and clarified the purpose of the study. She also tried to establish the number of third and fourth year students pursuing teaching as a career who had registered during that period (August to December 2016), for they were the respondents in this study. The researcher also tried to find out when the students were available and how she could get to them. At

this time the head of departments introduced some of the lecturers who were teaching the third and fourth year education students. It was then agreed upon with the lecturers and the researcher when she could avail herself to collect the data.

On the specified dates and time the researcher went to the different universities where she accompanied the lecturers to class. Some of the lecturers gave her the first part of the lesson, while other lectures preferred teaching first and then giving the researcher the last part of their lecture time. Whatever the case, the researcher used that time to introduce herself to the students, clarified to them the purpose of the study and the kind of information which was required from them, and sought for their informed consent. The respondents were assured that the information gathered would be used solely for the purpose of this study and further assured that confidentiality will be observed when handling the gathered information. The researcher then distributed the questionnaires with the help of some lecturers and class representatives. The respondents were informed not to write their names on the questionnaire and to be as honest as possible in giving their answers and also to complete the questionnaire without leaving any blanks or an unanswered question. The researcher then collected the filled questionnaires and thanked both the lecturer and the students for their time and information. The researcher was present when the questionnaires were being filled to answer any questions or give any needed clarification. The return rate of the questionnaires was good 1001 (87.96%) out of the 1138 which were distributed.

Interviews were carried out simultaneously with the filling of the questionnaires although not all the respondents who filled the questionnaires were interviewed. As mentioned earlier the questionnaire were either distributed before the lecture or immediately after, the interviews were only carried in classes where the

questionnaires were filled after the lecture for the students who did not have a class

immediately after and those who were willing to participate. The researcher met the

students either in the lecture halls which were not being used at the time or outside in

a convenient place. The interviews took about one hour to two hours depending on

the availability of the respondents. Some students were so passionate about the topic

and seemed to have so much to say and given the opportunity they could have gone

on and on.

The interview was a structured one with open ended questions. Before the

researcher begun to read the questions to the respondents, she tried to develop a

rapport with students to create ease. The researcher also explained the purpose of the

interview and that it was a follow-up from the questionnaire to get a deeper

understanding from the respondents on their motivational and influential factors that

led to their choice of teaching as a career and their commitment to serve in the

profession, it was a focus group discussion type of interview and the researcher read

the open-ended questions and gave time to the respondents to give their answers.

After the interview the respondents were assured that the data from the interview

would be used only for the purpose of the study and confidentiality will be highly

regarded. During the interview the researcher took down notes on the proceedings

trying as much as possible to capture what the interviewees were expressing. To

ascertain that she got what the respondents were saying, she would ask for

clarification or paraphrase what she thought she had heard. At the end of the exercise

the researcher thanked the respondents for their time and valuable information.

Statistical Treatment of Data

The data collected for this study was subjected to the following statistical

treatment. Question one, two, and three were analyzed using descriptive statistics.

Descriptive statistics provide a summary of data by simply stating what the data shows either numerically or graphically.

Question four of this research was analyzed using Pearson-product moment correlation coefficient and multiple regression, which is a measure of the strength and direction of association that exists between two variables. Multiple regression is used to predict, singly or in combination, commitment to career choice from the independent variables. Multiple correlation was used to establish the strength of association between commitment to career choice and the best predictor variables. Content analysis was used to analyze the interview.

Ethical Considerations

The following ethical considerations were observed through the whole period of this study;

Academic Approval for the research: The researcher sought approval from the University of Eastern Africa, Baraton Research Ethics Committee.

Recommendation Letter from Director of Graduate Studies: She further obtained a recommendation letter from the Director of Research and Graduate Studies University of Eastern Africa, Baraton to facilitate the application of a research permit from the National Commission for Science, Technology and Innovation (NACOSTI).

Research Permit: Research permit was obtained from NACOSTI

Permission to Collect Data: With the research permit the researcher sought permission to collect data from the sampled universities before commencing the data gathering.

Informed Consent: The researcher sought the informed consent from the respondents before the questionnaires were distributed.

Voluntary Participation: The researcher did not coerce the respondents into participating but they voluntarily gave the sought after information. She also tried as much as possible not to disturb the routine of the institutions participating.

Protection of privacy: The respondents were assured that their anonymity would be protected and guaranteed by the researcher and assured them that she would be careful and honest in reporting the findings.

Confidentiality: For confidentiality the respondents were advised not to write their names or the names of their institutions on the questionnaire.

CHAPTER FOUR

PRESENTATION OF FINDINGS, ANALYSIS, AND

INTERPRETATION

This chapter presents the findings, analysis and interpretation of data gathered to establish the correlation of commitment to career choice of pre-service education students in selected universities in Kenya. The chapter begins by unveiling the demographic description of the respondents in this study. The following sections deal with the statistical treatment of data for the four research questions, hypothesis and the analysis and interpretation of the findings.

Description of the Respondents

This part of the chapter presents the demographic description of the respondents in terms of gender, age bracket, year of training, and subject combination, those who had done teaching practice and those who had teaching as their first career choice. This information is presented in the tables below.

Gender of the Respondents

Table 2 reveals that 54.9% of the pre-service education students who were respondents in this study were male while 45.1% were female. One respondent did not indicate their gender making the 0.01%. The frequency indicates that there were 98 (9.8%) more male respondents as compared to the females; an indication that enrolment of female students in institutions of higher learning remain to be lower than that of the male students in Kenyan private and public universities. This is not unique to Kenya because a study by Oanda and Akudolu, (2010), posit that female transition

rate from secondary to university level education is much lower than the transition

rates from primary to secondary, in sub-Saharan Africa. In Kenya, to be specific, in

2005 female enrolment in public universities was an average of 35.3% (Republic of

Kenya, 2006). In the pathway research project in East Africa, the total percentage of

female students in the then seven universities stood at an average of 32.9% (Griffin,

2007).

Table 2

Gender of Pre-service Education Students

Gender	Frequency	Percentage (%)
Male	549	54.9
Female	451	45.1
No Response	1	0.01
Total	**1001**	**100.0**

Table 3 reveals that majority 889 (88.8%) of the pre-service education

students in this study were aged twenty five years and below, while minority 5 (.5%)

were aged between thirty six and forty years. However, it is interesting to note that 10

(1.0%) were aged forty one years and above. This could be attributed to the fact that

some pre-service education students did not join university immediately after high

school, especially those who were self- sponsored.

Table 3

Age Bracket of the Pre-service Education Students

	Frequency	Percentage (%)
25 Years and below	889	88.8%
26 to 30 Years	75	7.5%
31 to 35 Years	17	1.7%
36-40 Years	5	.5%
41Years and above	10	1.0%
No Response	5	.5%
Total	**1001**	**100%**

The respondents level of training shown on Table 4 illustrate that there were more third year students slightly more than half 564 (56.0%) who participated in this study as compared to the fourth years who were 425 (42.5%). A total of 12 students did not indicate their year of training making a 1.2%.

Table 4

Year of Training of the Respondents

	Frequency	Percentage %
Third year	564	56.3%
Fourth year	425	42.5%
No Response	12	1.2%
Total	**1001**	**100%**

The research sought to establish the subject combination of the respondents in this study. The study found out that the subject combination was varied and that there

were nineteen (19) different subjects which were identified and given the following numbers;

1. English language and Literature   2. Kiswahili

3. French   4. Mathematics

5. Biology   6. Physics

7. Chemistry   8. History

9. Geography   10. Religious Studies

11. Business   12. Computer

13. Home Science   14. Agriculture

15. Building & Construction   16. Physical Education & Sports

17. German   18. Early Childhood Education

19. Music

Mathematics emerged as the most popular first teaching subject with 185 (18.5%) which could be supporting literature that most male who are the majority in this study are inclined to the science subjects. A study by Mutai (2016), pointed out that boys were more attracted and interested in mathematics. She went further to reveal that girls had formed negative attitudes towards Mathematics and seemed to have no interest which they could have acquired from the society which has the perception that Mathematics is a male territory. This seems to echo the words of Eshiwani, (1984), who wrote that girls are underrepresented in mathematics related courses in Kenya's tertiary institutions.

English language and Literature were the second most popular first teaching subject with 166(16.6%), followed closely by History with 152 (15.2%). The other subjects were distributed as follows; Business Studies 95(9.5%), Geography 70 (7.0%), Religious Education 39 (3.9%). Religious Education is a combination of

Christian Religious Education, Islamic Religious Education and Hindu Religious Education. This decision was arrived at because some respondents did not specify which religious education, so it was thought wise to combine them because combining them was not going to affect the findings of this study in any way. Biology had 30 (3.0%), Physics 29 (2.9%), Chemistry 20 (2.0%), Physical Education and Sports 10 (1.0%), French 5 (.5%), Agriculture 4(.4%), Early Childhood 3 (.3%), Germany 2 (.2%) while Music and Building & Construction had one student each who had selected them as their first teaching subject (.1%). One of the respondents 1(.1%) did not indicate their first teaching subject.

It was noted that Computer and Home science subjects were not selected by any of the respondents as a first teaching subject and that they only attracted two students each as the second teaching subject. This accounts for 2 percent of the total respondents. This trend is discouraging because there has been so much emphasis towards the improvement of Information and Communication Technology (ICT). This emphasis is geared towards the improvement of ICT in an effort to assist the nation to achieve part of the Millennium Development Goals (MDGs), but the number one challenge has been identified as the lack of qualified teachers to teach ICT in schools, which the findings of this study reveal by the negligible number of pre-service education students training to be computer teachers. Other challenges include lack of computers, absence of electricity especially in rural areas among others, (Mungai, 2010).

The second teaching subject attracted students as follows; Religious Education had the majority of respondents 215(21.5%), English took the second position with 164 (16.4%), while mathematics took the third position with 118 (18.8%). The rest of the subjects were selected by the respondents as listed; Business Studies attracted

113(11.3%), History 97 (9.7%), Kiswahili 92 (9.2%), Geography 80 (8.0%), Physics

46 (4.6%), Chemistry 33 (3.3%), Biology and Agriculture both had 12 (1.2%),

Table 5

Subject Combination

	First Teaching Subject		Second Teaching	
	Frequency	**Percentage %**	**Frequency**	**Percentage %**
English	166	16.6	164	16.4
Kiswahili	186	18.6	92	9.2
French	5	.5	1	.1
Mathematics	185	18.5	118	11.8
Biology	30	3.0	12	1.2
Physics	29	2.9	46	4.6
Chemistry	20	2.0	33	3.3
History	152	15.2	97	9.7
Geography	70	7.0	80	8.0
Religious studies	39	3.9	215	21.5
Business	95	9.5	113	11.3
Agriculture	4	.4	2	.2
Building & construction	1	.1	2	.2
Physical education	10	1.0	12	1.2
Germany	2	.2	6	.6
Early childhood education	3	.3	3	.3
Music	1	.1	2	.2
No Response	3	.3	3	.3
Total	**1001**	**100**	**1001**	**100**

Physical Education and Sports had 6 (.6%), Early Childhood Education 3

(.3%), Computer, Home Science and Music tied with 2 (.2%) while French attracted

one student (.1%). Three respondents did not indicate their second teaching subjects

which account for the remaining (.3%).

The subject combination reveals that majority of the students were pursuing a

bachelor of arts in education. The researcher noted an issue with the subject

combination. According to the Teachers Service Commission (TSC) Circular No:

20/2008, English language is supposed to be combined with English Literature but not

any other subject. The number of respondents who selected English as their first

teaching subject 166 (16.6%) differed with the number who selected it as their second

teaching subject 164 (16.4%) which should not have been the case. This was as a

result of two respondents who had combined English as a teaching subject with other

subjects. One of the respondents had combined English with Geography while the

other had combined English with History. This could have been a result of poor or

inadequate advising of students as they report to universities or the fact that in private

universities there are students from other countries which may not necessarily be

following the same subject combination laid down by the Teachers Service

Commission in Kenya.

Table 6

Respondents who had done Teaching Practice

	Frequency	Percentage %
Yes	400	40.0%
No	597	59.7%
No Response	4	0.4%
Total	**1001**	**100**

The study also identified the respondents who had done their teaching practice. Table 6 shows that 400 (40%) of the respondents had done their teaching practice which seemed to imply that almost all the fourth years had done their teaching practice. More than half of the respondents 597 (59.7%), had not gone for teaching practice.

Table 7

Teaching as the First Career Choice

	Frequency	**Percentage**
Yes	761	76.0%
No	235	23.5%
No Response	5	0.5%
Total	**1001**	**100%**

Table 7 shows that about three quarters of the respondents 761 (76.0 %) had selected teaching as their first career choice. This differs with some studies which posit that most education students choose teaching as a career because they have no other option or as the last resort, as articulated by Korb that "most teachers found themselves in the teaching profession not as a first choice but as a last resort" (Korb, 2010, p.2). About a quarter of the respondents, 235 (23.5 %), indicated that they had other careers as their first choice and that teaching was either their second or third choice. Some of the careers given as first choices included; engineering 29(2.9%), commerce 22(2.2%), law 18 (1.8%), medicine 17 (1.7%), economics 13 (1.3%), nursing 12 (1.2%), mass communication 9 (0.9%), actuarial science 8 (0.8) among others, five students who account for 0.5 % did not indicate whether or not teaching was their first career choice.

Pre-service Education Students' Commitment to their Career Choice

The research sought to establish the extent to which pre-service education students are committed to their career choice in selected public and private universities in Kenya. To ascertain this commitment, the first research question stated; *To what extent are the pre-service education students committed to their career choice?* To establish the extent of commitment of the pre-service education students, the respondents were presented with fourteen items on commitment to teaching as their career choice which they were to rate according to their level of commitment; "low commitment" = 1.00-2.49, "moderate commitment´=2.50-3.49 and "high level of commitment = 3.50-4.00.

The findings in Table 8 show a mean rating of $\bar{x} =3.07$; *SD*=.55 to indicate that the respondents agree that they are committed or will remain committed to the teaching profession as their career of choice. The commitment is moderate, with a small standard deviation which may be interpreted that the respondents are trying to say that the moment they get to the field to teach they will do their best and will be committed to teaching and to the profession. This can be supported by some statements which were rated very high by the respondents. Out of the fourteen items on commitment, six of them were rated very highly by the respondents which support their commitment. Such statements include; *"I will always strive to create a conducive learning environment for my students"* this statement was highly rated ($\bar{x} =$ 3.86; *SD*= .53). Another statement that supports the respondents commitment to their choice of teaching as a career read "*I will motivate my students and expect the best possible from all of them"* This statement was rated ($\bar{x} = 3.80$; *SD*= .63).

Table 8

Pre-service Education Students' Commitment to their Career Choice

Descriptive Statistics		
	Mean	**Std. Deviation**
I plan to remain in the teaching profession until I retire.	2.12	1.14
*I am not decided whether I will teach throughout my career life or not.	2.48	1.26
*I definitely plan to leave the teaching profession in the near future.	2.62	1.24
I like teaching even more since I started my training.	2.95	1.16
I would encourage others to join the teaching profession	3.20	1.09
I will try my best to teach students even when they are poorly motivated to learn.	3.73	.73
If I were to choose again I will still choose to be a teacher.	2.55	1.29
*I plan to leave teaching as soon as I can	2.19	1.19
*If I get a better paying job after my training I will definitely quit teaching	3.18	1.15
I will motivate my students and expect the best possible from all of them	3.80	.63
I will support and actively participate in school activities.	3.71	.68
I will always strive to create a conducive learning environment for my students	3.86	.54
I will do my best as a professional to support my school and the education sector.	3.77	.64
I will work hard to improve instruction for all my students.	3.79	.62
Commitment to teaching as career choice	**3.07**	**.56**

Note: Level of commitment. *Low commitment" = 1.00-2.49, "moderate commitment´=2.50-3.49 and "high level of commitment = 3.50-4.00.*

This implies that they will do all they can to motivate their students and at the same time expect the best from all of them. Supporting what Mart, (2013) asserts, that committed teachers see the welfare of their students and respond to their needs. "*I will work hard to improve instruction for all my students*" is another statement that supports the commitment of the pre-service education students. The statement was rated ($\bar{x} = 3.79$; *SD*= .61), the willingness to work hard to improve instruction is a support to the commitment of the pre-service education students. *"I will do my best as a professional to support my school and the education sector"* was rated ($\bar{x} = 3.77$; *SD*=.63), *"I will try my best to teach students even when they are poorly motivated to learn"* was rated ($\bar{x} = 3.73$; *SD*=.72). *"I will support and actively participate in school activities"* was rated ($\bar{x} = 3.71$; *SD*=.68). All these statements clearly indicate that the pre-service education students are committed to their choice of teaching as a career and plan to remain in the teaching profession because the standard deviation in all the statements is small.

The commitment can also be supported by the respondents answer to the interview questions. When asked, *"Are you committed to remain in the teaching profession for the rest of your career life?"* Some students said that they would stay as teachers until retirement. They clearly said that although there are a few very discouraging things they did not know about the teaching profession until they started training to be teachers, they will still uphold their love for the teaching profession and remain to serve as teachers. Some respondents, for example, pointed out that teaching was their dream career; others indicated that they have the love and passion for teaching. Others still went further to say that they are proud to be called teachers and are committed to bring positive change to the education sector. Others pointed out that they are committed to the teaching profession but they are not promising that they

will teach until retirement. This answer concurs with Fraizer *et al*., as cited in Sang, (2013), who argues that teacher commitment decreases progressively over the course of their career and that this commitment at the beginning of their career is associated with professional identity .

Some statements that may have contributed to the moderate ($\bar{x}$ =3.07; *SD*=.55), instead of high commitment include; *"If I get a better paying job after my training I will definitely quit teaching"* which was rated ($\bar{x}$ =3.18; *SD*=.1.14), *"I definitely plan to leave the teaching profession in the near future"* with a rating of ($\bar{x}$ =2.62; S*D*=.1.24), *"I am not decided whether I will teach throughout my career life or not"* was rated ($\bar{x}$ =2.48; *SD*=.1.26), these statements are pointing to the fact that the respondents will be committed to teach once they are employed as teachers but at some point good pay and other factors may lure them to leave the profession. The standard deviation is big indicating the possibility of the pre-service education students leaving teaching after graduation if a better paying job is availed to them.

The findings agree with a survey by Kamwilu, (2011), who noted that seventy-five percent of teachers and seventy percent of head teachers strongly agreed that they would not teach anymore if there was a better paying job. This further supports what Oyaro, (2008) pointed out that a report from Kenya National Union of Teachers (KNUT) indicated that the 600 teachers who left the classroom in Kenya between January and June 2008 left for better paying jobs.

Perceptions About the Teaching Profession

The second research question read, *"What are the perceptions of pre-service education students about the status and socio-cultural beliefs of the teaching profession?"* Table 9 shows the respondents perception of the status of the teaching profession. To rate the status of the teaching profession, the respondents were

presented with four items rated on a four point scale as follows; Disagree = 1.00-1.49, Tend to Disagree = 1.50-2.49, Tend to Agree = 2.50-3.49 and 3.50-4.00 = Agree.

Table 9 reveals that pre-service education students have a low perception of the status of the teaching profession ($\bar{x}$ =2.34; *SD*=.895).

Table 9

Status of the Teaching Profession

	Mean	**Std. Deviation**
Teachers are perceived as professionals	2.88	1.19
Teaching is perceived as a high-status occupation	1.89	1.08
Teaching is a well-respected career	2.21	1.18
Teachers feel their occupation has high social status	2.38	1.19
Status of the teaching profession	**2.34**	**.89**

Note: Mean categories: *Disagree* = 1.00-1.49, *Tend to Disagree* = 1.50-2.49, *Tend to Agree* = 2.50-3.49 and 3.50-4.00 = *Agree*

Following is the respondents rating of each of the statements on the status of the teaching profession, the statement *"teaching profession is perceived as a high-status occupation"* the respondents rating was ($\bar{x}$ =1.89; *SD*= 1.07). This clearly indicates that teaching is not perceived as a high status occupation. Another statement stated *"teaching is a well-respected career"* ($\bar{x}$ =2.21; *SD*= 1.18), again this was a below average rating, the pre-service education students were disagreeing that teaching is a well-respected career. On the statement *"teachers feel their occupation has a high social status"* rating was ($\bar{x}$ =2.38; *SD*= 1.19), another below average rating on the status of the teaching profession. The last statement on the status of the

teaching profession, read, *"Teachers are perceived as professionals"* was rated

($\bar{x}$ =2.88; *SD*= 1.19), an average rating. All the statements on the status of the

teaching profession had a big standard deviation to indicate that, teaching profession

is perceived differently by people from different communities. There are those

communities which respect and value the teaching profession while others do not.

The findings of this study seem to agree with Mugambi and Ochieng, (2014), when

they point out that there is "the aspect of pseudocredentialism in the general

assumption that those who know some content can automatically teach e.g. the idea of

untrained teachers which strongly suggest that teaching does not require any special

talents and training" (p.4). Kafu, (2011), appear to be in agreement when he says that

the use of untrained teachers in both primary and secondary schools has given the

impression that one does not need to undergo teacher training to serve as school

teachers. In fact it is the teaching profession in Kenya that seems to continue using

untrained people unlike other professions like medicine, engineering, architecture,

accounting and many others, a thing which seems to have lowered the status of the

profession compared to other professions (Hyde, Muito & Muito, 2005).

Sang (2013) further points out that there has been a debate on whether

teaching is a profession or not. She articulates that some people believe that teaching

is a profession which requires rigorous training and preparation while others have the

opinion that teaching is more of a craft than a profession and hold that people can

learn on the job. As cited earlier, it is a general perception of stakeholders and

teachers in many countries that the teaching profession no longer commands the high

status it enjoyed 30 years ago and that teachers, especially primary school teachers,

are now 'undervalued by society'. Studies confirm that teaching is very much

regarded as 'employment of last resort' by most school leavers and university graduates (Devcota, 2005).

In agreement, Taaliu (2010) argues that teaching profession was held in high regard in Kenya as a noble profession during the 1970's and 1980's. However, during the 1990's things started to change, especially with the introduction of the market economy, when careers were valued in terms of money and vocations were being used as a spring board to earn the good money and accumulate wealth. The teaching profession began to lose its prestige because of its low remunerations compared to other professions (Taaliu, 2010).

Socio-cultural Beliefs

The respondents also rated the socio-cultural beliefs on the teaching profession. The pre-service education students were presented with four items on the socio-cultural beliefs. The items were rated on a four point scale as follows, Disagree = 1.00- 1.49, Tend to Disagree = 1.50- 2.49, Tend to Agree = 2.50- 3.49 and Agree = 3.50- 4.00.

The findings from the study as shown in table 10 tell that the socio-cultural beliefs about teaching are that, teaching is a hard work and also emotionally demanding. There was also a tendency to believe that teachers feel valued by the society. There seemed to be certainty that teaching requires high levels of expert knowledge. Following is the respondents rating of the statements on socio-cultural beliefs; *"teaching is emotionally demanding"* ($\bar{x}$ =3.32; *SD*= 1.02), *"teachers feel valued by society"* ($\bar{x}$ =2.72; *SD*= 1.18), *"teaching requires high levels of expert knowledge"* ($\bar{x}$ =3.49; *SD*= .88), *"teaching is hard work"* ($\bar{x}$ =3.15; *SD*= 1.14). The overall mean of the socio-cultural beliefs was ($\bar{x}$ =2.43; *SD*= .54). The standard deviation on the socio-cultural beliefs is small to imply that the respondents were in

Table 10

Socio-cultural Beliefs

	Mean	Std. Deviation
*Teaching is emotionally demanding	3.32	1.02
Teachers feel valued by society	2.72	1.18
Teaching requires high levels of expert knowledge	3.49	.89
*Teaching is hard work	3.15	1.14
Socio-cultural Beliefs	**2.44**	**.55**

Note: Mean categories: *Disagree* = 1.00-1.49, *Tend to Disagree* = 1.50-2.49, *Tend to Agree* = 2.50-3.49 and 3.50-4.00 = *Agree*

agreement that, although teaching is a hard job which is emotionally demanding, teachers are valued by the society.

The findings of this study are in agreement with other studies that teaching as a profession has earned negative images including the low status of teachers which discourage young students from choosing it as a career, (Gao & Trent; Lai et al.; as cited in Gore, Smith, Holmes & Fray, 2015). Cultural beliefs have been found to influence students to or not to choose teaching as a career. This is supported by a study with African America males in the US which demonstrated that students did not choose teaching as a career because they held negative perceptions of teachers and teaching. These African Americans did not go for teaching because they viewed schools as oppressive institutions where African American males were stigmatized, labeled and devalued. They also saw teaching as "selling out", as it is believed that the curriculum represents black people inaccurately and unfairly, (Gore, et al, 2015).

Influential Factors

The third research question stated: *"How important are the following factors in the pre-service education students decision to become teachers?"* The different influential and motivational factors which include fallback, external factors, self-concept, altruistic reasons, extrinsic reasons and intrinsic motivation were rated using the following five point scale: Not important at all in your decision =1.00- 1.49, slightly important in your decision =1.50-2.49, moderately important in your decision =2.50- 3.49, important in your decision =3.50-4.49 and very important in your decision = 4.50- 5.00.

Fallback

Almost a quarter 235 (23.5%) of the total number of respondents indicated that teaching was not their first career choice. Some actually said that they chose teaching a last resort and others have categorically pointed out that they are not going to teach, following are some of their reasons.

Majority of the pre-service education students who choose teaching as a fallback career cited having not qualified for their first career choice as the main reason. This agrees with what others have also established in their studies, as articulated by Watt and Richardson, (2007, p. 174), pre-service teachers choose teaching because they could not be accepted into their university degree of choice or being unsure what career they wanted.

The first influential factor was fallback. The respondents were presented with five items to rate according to how important they were in their choice, which would show whether their choice of teaching as a career was a fallback.

Table 11

Fallback

	Mean	Std. Deviation
I did not qualify into my first-choice career	2.48	1.65
I chose teaching as a last-resort career	2.48	1.63
I was unsure of what career I wanted	2.03	1.44
My parents cannot afford to support me in my first-choice career	2.40	1.64
The duration of education training is shorter than my first-choice career	1.92	1.46
Fallback	**2.29**	**1.08**

Note: Mean categories: *Not important at all in your decision =1.00- 1.49, slightly important in your decision =1.50-2.49, moderately important in your decision =2.50-3.49, important in your decision =3.50-4.49 and very important in your decision = 4.50- 5.00.*

The statements were rated as follows; *"I did not qualify into my first choice career"* ($\bar{x}$ =2.48; *SD*= 1.64), *"I choose teaching as a last resort career"* ($\bar{x}$ =2.48; *SD*= 1.62), *"I was unsure of what career I wanted"* ($\bar{x}$ =2.03; *SD*= 1.44), *"my parents cannot support me in my first choice career"* ($\bar{x}$ =2.40; *SD*= 1.64), *"the duration of education training is shorter than my first choice career"* ($\bar{x}$ =1.92; *SD*= 1.45). It is clearly revealed that majority of the respondents 761(76%), did not select teaching career as a fallback. The big standard deviation indicates that majority of the pre-service education students did not choose teaching as a fallback. There are however some pre-service education students who chose teaching as a fallback. These pre-service students could be among the 235(23.5%) who did not have teaching as their

first career of choice. The findings from the current research reveal that fallback was slightly important in their decision of selecting teaching as their career of choice. Fallback as one of the influential factors to the choice of teaching as career was rated ($\bar{x}$ =2.28; *SD*= 1.07).

The findings clearly point out that majority of the pre-service education students chose teaching as a career because they were interested and had qualified for it but a few chose teaching as a fallback. Answers from the open ended question revealed that, those who choose teaching as fallback or last resort had varying reasons ranging from financial inability to pursue their first choice careers to choosing teaching as a stepping stone.

Following are statements expressing their financial reasons for choosing teaching as a fallback;

…I did not choose to be a teacher. I don't like the career. I am here because my family could not support my first career choice. I am actually planning to quit immediately I graduate, one of them said.

…The choice to be a teacher came as a result of the high tuition costs of the other courses which were my priority choices.

…Joining the university as a self-sponsored student would strain my resources to cater for my law career. Taking education was more affordable.

…My parents could not afford to admit me into a private university to do the course of my choice.

...Since I did not manage to pursue my dream career which was mechanical engineering, I had no option but to pursue education. Financial status also could not have allowed me to get a chance of pursuing mechanical engineering though I had qualified to do it.

… I choose teaching because it was the only best, affordable and reliable option I had. However I feel I am well capacitated to teach and instill good morals to young people.

The reasons the pre-service education students gave agree with literature that at times the choice of teaching as a career is due to financial constraints. Ngesi (2003) argues that students from disadvantaged communities tend to avoid programs and careers that take long periods of time and which their financial status cannot support.

Others choose teaching as a fallback due to lack of proper career guidance, following are statements giving their reasons;

…I did not have adequate knowledge on how to choose a career. I only knew of the prime careers like medicine, engineering etc. but my cluster points qualified me for education.

…I would say am here because I lacked proper career guidance and counseling, as a result I chose teaching because I did not know any better.

…I lacked career guidance, therefore I could not secure another course, only to land in the most famous one that I was aware of.

The responses from the pre-service education students confirms what Siringi, articulates that "a number of students completing high school lack basic and critical information on foundations of career planning and choice, (Siringi, 2014, p.9)

…I had no other career option in my mind and I never qualified for my degree of choice.

…My main reason for becoming a teacher is that I was not well decided on what to do after the Kenya Certificate of Secondary Education (KCSE) despite achieving 74 points.

The answers from some respondents that they were not sure of what career choice they wanted to pursue, is supporting what Gitonga, (2013) in his study titled Decisiveness in Career Choice Among School Students in Kiambu West District Kiambu County, Kenya, which found that, 64% of the sampled students were uncertain of what career choices to make.

Other pre-service education students chose teaching as a fallback because it is not hectic. The following statements give their reasons;

……I chose to become a teacher because I wasn't very sure of the career I wanted. Teaching was the only course I knew by then and had qualified to take, teaching is so famous and it is not cumbersome.

…I chose teaching since it was the course that was easily available and good as far as my cluster points were concerned. Formerly I had been offered to do veterinary course but I had to replace it with education since it was not my area of interest. Education was moderate as far as my interest was concerned.

…I did not qualify for my first career choice and I saw teaching as a course that is not cumbersome. To say the truth I did not choose teaching as a career I just found myself in this course, but I have fitted in the profession and I am proud of being a teacher.

…Teaching is the cheapest course in university and it is not that challenging.

…The teaching profession is not as involving as other professions. It is therefore suitable for me because I have health complications.

… I chose teaching because it is not very demanding so it gives me ample time to be with my family.

…My family background could not allow me to take a course which is extremely demanding therefore I took education which is easy.

Others who chose teaching as a last resort indicated that the Kenya Universities and Colleges Central Placement Services (KUCCPS) placed them in teaching. Their expressions are listed below;

… I am a teacher because circumstances forced me to be one especially the Kenya Universities and Colleges Central Placement Services which chooses a course for someone without considering their interests but only the pass mark. Another one stated that,

…Having missed out with two points to my first and second career choices I was placed in education by KUCCPS and that remains the sole reason why I am in the teaching profession. Another pre-service teacher also wrote the following in regard to KUCCPS;

… I did not choose to become a teacher but KUCCPS placed me in education, however, in the process I have come to appreciate teaching. It is not a bad career, it is actually a very suitable place where I can create myself and build my path to what I have wanted to become in the future. Others still wrote;

… I am training to be a teacher simply because I missed one point to do law and I never wanted to go back to form four because mathematics was a stress to me. I know one time I will be a lawyer. I am in the teaching profession doing what my parents wanted me to do. Too bad. I love law and I am looking forward to becoming one once I am done with my undergraduate. I love law. It is my passion to be a lawyer. I want to stand for people who are oppressed in the society. I want to be a leader who people want to look upon in society.

…I chose teaching because it was the course I could do with my KCSE grades.

…I found myself in the field simply because that is where my points would fit. I did not intend to become a teacher and actually I am not comfortable because it is not my dream career. I am a teacher just because the cluster points fitted me there.

…I did not choose to become a teacher, my grade did.

Others yet wrote that they are in the teaching profession as a fallback because after missing the cluster points to join their career choices, their love for some subjects led them to choose teaching as a career. Following are some of their statements;

…My main reason for becoming a teacher is that I missed my target for pursuing survey, but because I love things to do with Geography I opted to go for education so that one day I might be lucky enough to master in Geography and specialize in survey.

…The main reason was that I was below the cluster points for my first career choice and because am good in the English language I decided to become a teacher to impart my knowledge of the subject to others. I have a great passion for the English language.

… I have always wished to learn sign language that is why I decided to teach special education, dealing with the deaf.

…I chose teaching because in teaching I would combine my favorite subjects.

… I wanted to do business studies as a subject so that I may become a business lady and an entrepreneur someday.

…I did not know I would ever become a teacher. I chose this course because I wanted to learn French.

Others still found themselves in teaching as fallback, so to them it is a stepping stone to their careers of choice. They had the following reasons;

…Teaching will provide avenues to study other careers like law or even advance to become a university lecturer.

…I wanted to use teaching as a stepping stone to a better career since I developed an interest in becoming a gospel minister, I realized teaching was a good preparation.

… Education lays a basis for my preferred career choice which is mass communication. The education degree can be a basis for different fields of study at the master's level.

… Education is generally a key to do many activities and get exposure. I already reap the benefits. I earn more than a classroom teacher by doing research online. Do you expect me to teach? Maybe for job security purposes.

…I want education to be a stepping stone to the next career I have in mind.

… Teaching as a profession can act as a bridge to other careers especially since I did not qualify for my first career choice.

… Teaching is more of a stepping stone to my future advancements in life.

… Teaching will guide me to other careers. It is promising and one can easily fit elsewhere.

Teaching profession is seen as an option of last resort because of the easy entry as compared to other professions which in turn lead to little commitment. It is also a stereotype that may need correcting because not many teachers choose teaching as a last resort according to literature (Hellsten & Prytula, 2011). The reasons given by the pre-service education students concur with what Mugambi and Ochieng, (2012), established that "teaching has become a dumping ground for those who cannot make it elsewhere, those who use it as a stepping stone to better occupations …can find time to do other things" (p. 5).

Figure 3. Teaching profession considered last resort.
Adapted from (Daily Monitor Uganda, February 25, 2016).

It was mentioned by some respondents that they found themselves in teaching not because they wanted to be teachers but as a result of poor career guidance. Research agrees that poor career choice is as a result of lack of or inadequate career guidance in schools, which leads to a mismatch between occupations most professionals have and the professions they would have felt most comfortable in (Ministry of Education Kenya, 2007). The argument continues to point out that the impact of this mismatch does not only impact on the student but on all education stakeholders, including the employers and the government. It cannot be over emphasized that there is a need to guide students joining universities to choose careers guided by their abilities, interests, availability of employment opportunities among others. The current career switch among young people has been attributed to lack of career guidance which lands them in occupations which do not match with their personalities, interests and abilities.

The findings of this study support earlier findings that teachers choose teaching as a career and it is not a fallback as many seem to perceive. For example, in

Nigeria the general belief is that young adults only choose teaching profession as a last resort, this is a common belief in the media with statements such as "most teachers found themselves in the teaching profession not as a first choice but as a last resort" (Korb, 2010, p.2). However, the same research carried out in Nigeria found that only 18% of pre-service teachers chose teaching as a last resort and that majority of the teachers chose teaching because they wanted to shape the future of children and make social contributions.

This is a stereotype that may need to be corrected because it strongly contradicts the general belief, that students choose teaching as a last resort. Some responses to the open ended question include the following:

…..I chose teaching because I know that by calling I am a teacher. I was initially admitted in the school of physical sciences for a bachelor's degree in sciences but I decided to quit, because I love and have a passion for teaching.

.....Teaching has been my dream career since childhood.

…..I am proud to be called a teacher.

…..I feel that teaching is the best career under the sun, People in all other professions have to go through the hands or guidance of a teacher.

The current study portrays that the pre-service education students choose teaching as a career and did not find themselves in the teaching profession as a fallback. Majority of the respondents 761(76.0%), choose teaching as their first career choice, while only 235(23.5%), had teaching as either their second, third or fourth choice.

External Factors

External factors which influence individuals to join the teaching profession were the second factor the respondents used to rate how important it was in their

decision making to become teachers. External factors in this study refer to significant

others in the lives of the respondents, for example, family members which includes,

parents, siblings, uncles, aunts, grandparents etc. Teachers and friends also fall under

this category of external factors because this kind of influence is a motivation that

originates from someone or something outside the individual, whereby the satisfaction

of some external factor or criteria represents the primary motivation.

Table 12

External Factors

	Mean	Std. Deviation
I have had positive learning experiences	3.61	1.57
I have had good teachers as role-models	3.76	1.45
My family think I should become a teacher	2.76	1.64
I have had inspirational teachers	3.57	1.51
People I've worked with think I should become a teacher	2.69	1.60
My friends think I should become a teacher	2.52	1.56
I want to answer a call from God	2.98	1.70
External factors	**3.10**	**1.09**

Note: Mean categories: *Not important at all in your decision* =1.00- 1.49, *slightly important in your decision* =1.50-2.49, *moderately important in your decision* =2.50- 3.49, *important in your decision* =3.50-4.49 and *very important in your decision* = 4.50- 5.00.

For this factor, the pre-service education students were presented with seven

items to rate their importance in influencing them to choose teaching as a career. The

external influence was overall rated ($\bar{x}$ =3.10; *SD*= 1.09), indicating that the external

influence was moderately important in their decision making of becoming teachers. There was a big standard deviation to indicate that there were, other factors which were more important to the pre-service education students decision to become teachers than the external factors. Some items were however more important than others but all items were rated as moderately important in influencing the pre-service education students to become teachers. None of the items was rated as not important at all or slightly important showing that significant others in the lives of the respondents played a role in their decision making to become teachers. Table 12 shows the descriptive statistics on external factors.

The statements *"I have had positive learning experiences"* ($\bar{x}$ =3.61; *SD=* 1.56), *"I have had good teachers as role models"* ($\bar{x}$ =3.76; *SD=* 1.44), and "*I had inspirational teachers"* ($\bar{x}$ =3.57; *SD=* 1.50) were rated as important by the pre-service education students, indicating that teachers have a great influence on the careers their students choose, especially those who choose teaching as a career. There was however a big standard deviation to imply that not all the pre-service education students had good learning experiences and inspirational teachers. These findings agree with the sayings "Teachers are the architects of the society we live in. They mould generations and their culture. A teacher affects eternity! He can never tell where his influence stops" (Anonymous, 2011). The respondents also agreed to being inspired by their teachers, which is supported by their answers to the open ended question.

Teachers' Influence

A good number of pre-service education students indicated that they were influenced by their teacher to join the teaching profession. Naturally, influences can either be positive or negative. The statements below express the positive influences;

…I was motivated and inspired by some of my teachers who are my role models. Most people I associate with think I can make a good teacher.

…I choose teaching as a career so that I do to others what my teachers did for me in primary and secondary schools.

… Inspired by my teachers, I had good teachers in my high school and this has driven me to want to be a teacher.

…I chose to become a teacher because I was motivated by my English teacher. He was very successful in life despite the career being tainted as non-lucrative and not really recognized as a great profession especially in Kenya.

…My teachers are my role models especially the school principal and my mathematics and chemistry teacher, this really made me like teaching with passion. I enjoy being a teacher and promise to make my students also like the profession.

… Teaching was my first career choice bearing in mind that my education life was shaped greatly by a teacher who stood to support me get educated. Were it not for dedicated and committed teachers, I would not have made it this far.

… I am training to be a teacher because my teachers believed I could make a great teacher especially when it comes to motivating students.

… I chose to be a teacher because I had been inspired by my high school teachers. I want to help my fellow Kenyans in mathematics which is taught poorly in most Kenyan schools.

Some pre-service education students pointed out that they joined the teaching profession, motivated by their negative experiences in school. Their negative experiences motivated them to become teachers so as to make positive change in schools and the education sector as a whole. These pre-service teachers gave the following reasons;

…I had a hard time in school. Some of our teachers were part timers and in most cases they preferred schools where students were smarter/better, schools with better salaries. They neglected us. I choose to be a teacher to give equal services to all students especially the less privileged.

… The reason why I chose teaching is to change the not so conducive environment created by some teachers and learning institutions. I hope to climb the ladder some day and help teachers sort out issues in a rational way and not by strikes.

…I witnessed a lot of injustice from teachers when I was in high school. That is why I want to help children build a future for themselves.

… I chose to be a teacher after being affected by a long teachers strike in 2012 when I was in form four. This made me join education because I saw how we suffered, my hope is that one day I will climb the ladder to be in a position to help teachers sort out issues in a rational way rather than strikes.

…Some teachers demotivate students from joining the teaching profession, by complaining of being overloaded, others appear to be constantly stressed, their living conditions are poor and others have to engage themselves in some kind of businesses to make ends meet.

Parental Influence

It has been established through research that parental influence ranks highest followed by that of teachers, (Kniveton, 2004). Parents have a very strong influence because they provide examples of workers or role models to their children. According to Gore, *et al.,* (2015), family members and close relatives especially those who are or have been teachers play a significant role in influencing the choice of pre-service education student's choice of teaching as a career. In the same study parental influence was found to be an influence on pre-service teachers in Nigeria, Taiwan,

Sweden, Portugal, Turkey, Australia and Germany. It should however be noted that the parental influence is not the same in countries mentioned, in some of the countries the influence was noted to be high while in others it was not. Parental influence could either be positive or negative. Parental positive influence is where parents give personal and emotional support to their children while the negative influence is the lack of that support and negative comments about the decision to become a teacher, (Gore et al., 2015).

Another statement pointed to family as an external influence, *"my family thinks I should become a teacher"* ($\bar{x}$ =2.76; SD= 1.64), this was moderately important in making the decision to become a teacher. When we speak of family, this includes parents, siblings and other extended members e.g. grandfathers, grandmothers, aunts, uncles and cousins.

Some of the positive parental influences from the pre-service teachers include the following;

...I choose teaching because it was my parent's preference and I also did not qualify for my first career choice.

… I was motivated to become a teacher by my relatives whom most of them are teachers.

…I was inspired to be a teacher by my mum. She is a very good teacher.

… My parents motivated me to become a teacher and offered to pay and support me throughout the teaching career. Otherwise it was my last choice.

… Having been brought up in a family of successful teachers and teaching being the career I was well exposed to, made me make this decision. Most successful people I know are also teachers who have good families as they are able to bring up their children properly.

…Both my parents are teachers, currently lecturers, and have valued teaching as a profession. Plus my grandfather was a famous teacher in Murang'a who was looked up to and fondly remembered by his students.

The findings of the current study confirm what was reviewed in literature that, majority of those who are in teaching were influenced by their family, a friend or a teacher, (Gordon, 1993). Gordon continues to outline that the family had the most influence especially among those who came from a family of educators. The findings of this study also concur with what Kniveton (2004), established that; parental influence ranks highest followed by that of teachers.

A good number of pre-service education students pointed out that they were forced or pressured by their parents to join the teaching force. Here is what they had to say;

…Parental influence. Teaching was my parents' choice which I accepted, to fulfill their desire.

… I was forced by my parents, my dream was to pursue medicine but I will be a doctor one day come rain come sunshine.

…I was forced by my family members especially my father and my brothers.

…I am here because of parental influence. I will be a doctor come rain or sunshine.

…My parents! Oooh My God! They forced me. They subjected a lot of pressure on me to be a teacher as an alternative for failing to get a chance to pursue my dream career.

The issue of parent forcing their children to join some careers is not something new. A study by Kithyo and Petrina, (2002), established that some parents threaten to

withdraw their financial support if the children do not choose the career the parent's desire.

The rest of the statements in the external influence were also moderately rated as follows; *"people I have worked with think I should become a teacher"* ($\bar{x}$ =2.69; *SD*= 1.60), *"my friends think I should become a teacher"* ($\bar{x}$ =2.52; *SD*= 1.56), and *"I want to answer a call from God"* ($\bar{x}$ =2.98; *SD*= 1.70). The statements had a big standard deviation which could be implying that the pre-service education students had a role to play in the deciding on whether or not to become teachers and that there decision were not solely based on others view or perception. The external factor with most influence after parents and teacher was revealed as friends and those who were answering a call from God. The pre-service education students who were influenced by friends and co-workers had this to say;

…I have had previous experience and my colleagues and students thought I could make a great teacher.

…I chose education because my friends think I should become a teacher of which most of them are teachers.

Some of the negative and discouraging statements from family and friends which influenced the pre-service education student decision to choose teaching as a career include the following;

…Teaching is not a profession, anybody can teach without the training so why waste your time training to be a teacher.

…Teachers' salaries are too low and it is counted as a dust full work.

Although the statements are negative and not encouraging at all they motivated the pre-service education students because they wanted to prove that, such statements just reflect the perception but not the reality about the teaching profession.

The pre-service education students who felt that they joined teaching as a response to a calling from God expressed themselves as follows;

…I associate teaching with blessings, it is a calling from God and I believe I can do it better than any other profession.

…To join teaching for me is to answer a call from God.

…I chose education because teaching is a calling from God and through it you can learn a lot, not only through teaching but also through interacting with students.

…The teaching profession involves service to humanity and I strongly believe that service to humanity is service to God Almighty.

…I believe teaching is a calling. I had been teaching long before I joined the profession.

…I would like to become a teacher because I feel that I fit in an educational career and it is not only my profession but also a calling from Yahweh.

There is thus a clear indication that external factors are important in the respondents' decision of choosing teaching as their career choice.

Self- Concept

Self-concept is what an individual thinks about him/herself and also what significant others in their lives think of them. If individuals believe that these significant people think favorably of them, it mirrors what they think of themselves. Encouragement, love, praise, reassurance, positive comments, sincere caring and interest on the part of teachers, parents and others whom they consider of some significance have been found to aid the development of positive self-concept or high self-esteem in individuals (Mishra & Yadiv, 2012). Following are some of the reasons the pre-service education students gave for choosing teaching as their career which fall under self-concept.

97

Table 13

Self-Concept

	Mean	Std. Deviation
I have the qualities of a good teacher	3.74	1.48
I have good teaching skills	3.86	1.33
Teaching is a career suited to my abilities	3.65	1.44
I feel I will be a great teacher	3.91	1.43
Self-concept	**3.76**	**1.25**

Note: Mean categories: *Not important at all in your decision* =1.00- 1.49, *slightly important in your decision* =1.50-2.49, *moderately important in your decision* =2.50-3.49, *important in your decision* =3.50-4.49 and *very important in your decision* = 4.50- 5.00.

Self-concept is defined as an individual's self-assessment or how one thinks of themselves (Nasir & Lin, 2013). Self-concept is important when students are deciding which career paths to pursue. To ascertain how important self-concept was in their decision to become teachers, the pre-service education students were presented with four items to rate. The findings from the current study reveal that self-concept was important in deciding to choose teaching as a career. The overall mean for self-concept was ($\bar{x}$ =3.75; *SD*= 1.24), confirming that self-concept is important in decision making. There is however a big standard deviation which could mean that some of the pre-service education students were still developing there self-concept while others felt already very confident. All the statements under this factor were rated as important in the decision making to join the teaching profession as follows. *"I have the qualities of a good teacher"* ($\bar{x}$ =3.74; *SD*= 1.47), *"I have good teaching*

skills" ($\bar{x}$ =3.86; *SD*= 1.33), *"Teaching is a career suited to my abilities"* ($\bar{x}$ =3.65; *SD*= 1.44) and *"I feel I will be a great teacher"* ($\bar{x}$ =3.91; *SD*= 1.42)

The findings concur with the reviewed literature that self-concept of pre-service education students influence their choice of teaching as a career and later their effectiveness in the teaching profession. It has also been established that self-concept influences the teachers behaviour, quality of relationship with learners, their teaching style and their expectancy of their performance as teachers and also the outcome thy expect of their students, (Awanbor,1996). It further agrees with what Super, (1990), outlined as a life-span, life space approach to career development which is relationship between self-concept and career choice, which motivates individuals to choose professions they believe are consistent with their self-picture.

When answering the open ended question, the respondents pointed that their self-concept was important. Following are some of their answers;

...I am humble and patient which are considered characteristics of a good teacher.

…I am hard working; a quality needed for effective teaching to take place. I think I just love teaching because most of my role models are teachers.

…I have the skills to be a teacher. It is a career suited to my abilities and will enable me to go abroad.

…Teaching was my first choice and I believe I can do it better than any other job. It is my favorite career.

…I feel I have the qualities of a good teacher and I also like working with young people.

…My personal qualities and the priorities of my religion are the main reasons which motivated me to choose teaching.

…I chose to be a teacher since teaching is in me, it is inborn. I believe I can impact positively the lives of the upcoming generation so that they achieve their desired targets in life.

…I was motivated by my abilities and self-esteem. I also had great

teachers back in high school who acted as my role models, so I decided to follow their footsteps.

...I chose to be a teacher because I am self-motivated. I desired to be a teacher since there is no teacher in our family.

The interview supported answers from the open ended question. Many students gave statements which indicate that they are confident and have belief in themselves that they can make good teachers. Here is what some of them had to say;

Respondent 1: "I think I have the required skills and competences. For

example being even handed, I am approachable, I believe in myself and I am

committed to meet the challenges in the field. I am a fluent speaker and also

very courageous."

Respondent 2: "I am committed to work, I cherish transparency, and my

experience from teaching practice has taught me how to correct my

shortcomings. I also learned how to actively involve students in the learning

activities which I trust promotes learning. I also realized that am able to

assume some administrative responsibilities. Things ran very smoothly when

I was on duty."

The findings agree with literature that those teachers who chose teaching as a career in conformity with their self-concept were found to be mentally prepared to face the challenges they faced at work. Such teachers were found to assess

themselves positively and believed they were able to handle responsibilities and even face disappointments, (Nasir & Lin, 2013).

> *Respondent 3:* "Teaching is about communicating. I am a good and fluent speaker and I am also a very courageous person which I believe are characteristics of an effective teacher."
>
> *Respondent 4:* "I am a person who does not work by the hour but goes beyond the call of duty to meet the student's needs"
>
> *Respondent 5:* "I am audible, have a good sense of humor and can also use facial expressions to help students conceptualize what I am teaching."

It can, therefore, be concluded that self-concept is an internal standard quality that can direct the behaviour and activities of an individual.

Altruistic Reasons

Altruistic motivation or reasons have been identified in literature as the key factors influencing the choice of teaching as a career (Pop & Turner, as cited in Gore, *et al.,* 2015). This type of motivation views teaching as a job that is socially valuable and important. The desires to help children and adolescents and contribute to the improvement of society are cited as the major motivating factors. The pre-service education students were motivated by a desire to want to make a worthwhile contribution to the lives of children, the desire to teach and help others, a moral obligation to their community and the want to work with young people (Struyven et al., as cited in Gore, *et al.,* 2015).

The respondents rated nine items under altruistic reasons as an influential factor in the decision making of entering the teaching profession as their career path (Table 14). The items were rated as important, in fact almost very important ($\bar{x}$ =3.99; *SD*= 1.06). The standard deviation shows a lack of homogeneity in responses. For

Table 14

Altruistic Reasons

	Mean	Std. Deviation
Teaching will allow me to benefit the socially disadvantaged	3.70	1.52
Teaching will allow me to have an impact on children/adolescents	3.94	1.31
Teaching will allow me to work against social disadvantage	3.77	1.37
Teaching will allow me to raise the ambitions of underprivileged youth	3.97	1.28
Teaching enables me to 'give back' to society	4.10	1.29
Teaching will allow me to influence the next generation	4.13	1.22
Teachers make a worthwhile social contribution	4.13	1.17
Teaching will allow me to shape child/adolescent values	4.16	1.19
Teaching allows me to provide a service to society	4.22	1.18
Altruistic reasons	**3.99**	**1.06**

Note: Mean categories: *Not important at all in your decision* =1.00- 1.49, *slightly important in your decision* =1.50-2.49, *moderately important in your decision* =2.50-3.49, *important in your decision* =3.50-4.49 and *very important in your decision* = 4.50- 5.00.

example, *"teaching allows me to provide service to the society"* ($\bar{x}$ =4.22; *SD*=1.19),

"teaching allows me to shape child/adolescent values" ($\bar{x}$ =4.16; *SD*=

1.18*),"teachers make a worthwhile social contribution"* ($\bar{x}$ =4.13; *SD*=

1.17*),"teaching will allow me to influence the next generation"* ($\bar{x}$ =4.13; *SD*= 1.17),

"teaching enables me to give back to the society" ($\bar{x}$ =4.10; *SD*= 1.29). The standard

deviation shows that there is a consensus form the respondents that teaching will

allow them give back to the society. All the statements were rated by the respondents

as being important in their decision to become teachers. From the reviewed literature

most teachers join the teaching profession because of altruistic reasons, with the

desire to help others, especially children to succeed and improve the society (Stchert,

2005). The findings of this study confirm majority of the pre-service education

students 761(76%) who chose teaching as a career were influenced by altruistic

reasons.

This argument is supported by their answers to the open ended question. A

majority of the pre-service education students who gave altruistic reasons expressed

the need to work with children and adolescents. Their statements are as follows;

…I chose teaching because that is where my heart is, teaching is more than a

job. It is touching and transforming lives of your students.

… I like motivating adolescents and working closely with the young ones.

…To motivate students to work towards their careers and showing them the

realities of life.

…I chose to be a teacher because I felt that a teacher is someone who impacts

the lives of young and old alike in a positive way. I also wanted to impart the

knowledge that I already have to other people particularly the younger generation.

…I chose to become a special needs teacher because I was interested in working with young adolescents and the disabled since they are the group of students that need more attention when it comes to making career choices.

… I have liked working with adolescents. I have always enjoyed giving counseling especially to the youth on topics of relationships and how to overcome social crisis.

…I chose to become a teacher because I will directly influence the next generation and impact on someone's life positively. I also love working with children/adolescents.

…I chose to become a teacher in order to motivate students in schools, mostly the disadvantaged in the society and also the girls whose education is not emphasized upon as it should be.

…I am training as a teacher because I want to give back to the society especially to the girl child. When it comes to sex education that has been ignored so much that many girls get pregnant and are condemned but in real sense such issues are never discussed in schools.

…I chose to be a teacher because I have always wanted to interact with children from pre-school to high school, as I learn from them and discuss the challenges that affect them physically, mentally, and emotionally.

Giving back to the community has been cited in literature as one of the major reasons pre-service teachers give as having influenced them to become teachers, (Gore, *et al.,* 2015). Those who felt so gave the following comments;

…I chose teaching in order to give back to the community.

…Through teaching I will be able to influence people to be good citizens and patriotic to their country to end bad vices that eat to the root of our societies and the

country at large. I will also have the opportunity to inspire them to achieve their goals"

…I am a product of teaching as a profession and I would wish to make others achieve their objectives and goals in life, after all teaching is the mother of all other professions and careers for example medicine, engineering, law, etc. It is indeed a noble career.

…Being a teacher will enable me to impart knowledge and skills to the visually impaired and learners with other special needs to enable them cater for their lives in the future and not depend on others.

…It is a ladder I want to use in order to contribute to the building of the nation.

…I would like to give back to society and take care of the disadvantaged in society.

Lastly, some pre-service education students expressed the need to bring about a change in the educational system. This was their motivation for becoming teachers. The following are their comments;

…I like to present a different kind of teaching which connects to the students and will be relevant to their future. This is something that is slightly lacking in the current teaching in the system I went through.

…To bring a positive change to the education system by being a role model and source of inspiration to the youth.

…To effect change in the education system by making it more practical and I truly believe that teachers make a worthwhile social contribution.

…I chose to become a teacher so as to improve the quality of education in our society.

…I would like to change the system of education that currently focuses on the theoretical part and completely neglects the practical part.

…I chose teaching because I want to bring positive change to the education system. I need to give back to the society.

All the above reasons fall under the altruistic reasons because the pre-service education students are thinking of others as they enter into the teaching profession not necessarily for their own benefits. Their main desire is to give back to the community and impart knowledge and skills to the youth and also work with the less privileged in the society. These reasons are in agreement with the reasons given by other pre-service teachers in other studies (Kyriacou & Coulthard, as cited in Mwamwenda, 2010; Stichert, 2005; Gore et al., 2015).

The reasons given by the respondents agree with the reviewed literature. A study in Hong Kong found that students were attracted to teaching so that they provide meaningful and worthwhile service to others (Gore, *et al*., 2015). Another study in Turkey established that students want to be teachers because they want to be of service to others (Yüce *et al*., 2013). Another altruistic reason given by students for wanting to be teachers was the provision of moral service (Stchert, 2005). Altruism as a motivational factor is argued to be related to the commitment of teachers to serve both students and society, (De Cooman et al.; Jungert et al. as cited in Gore et al., 2015).

Extrinsic Reasons

Extrinsic reasons or motivation to career choice is linked with tangible benefits related to the job such as tuition waivers/lower fees, promotion prospects, multiple job opportunities, job security, balance between work and family status, working conditions including long holidays etc. (Gore, *et al.,* 2015).

The descriptive statistics on table 15 illustrate how important extrinsic reasons were in career decision making to join the teaching profession.

Table 15

Extrinsic Reasons

	Mean	**Std. Deviation**
A teaching job will allow me to choose where I wish to live	2.77	1.56
Teaching will be a secure job	3.30	1.51
School holidays will fit in with family commitments	3.43	1.49
Teaching will provide a reliable income	2.84	1.53
As a teacher I will have a short working day	2.66	1.58
Teaching hours will fit with the responsibilities of having a family	3.17	1.57
Teaching will offer a steady career path	3.49	1.47
Teaching may give me the chance to work abroad	2.74	1.64
As a teacher I will have lengthy holidays	2.82	1.58
A teaching qualification is recognized everywhere	3.41	1.53
Extrinsic reasons	**3.07**	**1.06**

Note: Mean categories: *Not important at all in your decision* =1.00- 1.49, *slightly important in your decision* =1.50-2.49, *moderately important in your decision* =2.50-3.49, *important in your decision* =3.50-4.49 and *very important in your decision* = 4.50- 5.00.

This influential factor had ten items to be rated. The means give evidence that extrinsic reasons were considered important when the pre-service education students

were making their career choice ($\bar{x}$ =3.07; SD= 1.05). The standard deviation indicates that extrinsic reasons were somehow important to the respondents' decisions to become teachers.

Extrinsic reasons refer to motivation that has to do with tangible benefits related to the job like remuneration, fringe benefits, job security and many others (Suslu, 2006; Kyriacou & Coulthard, 2000).

Responses from the open ended question imply that some of the respondents were motivated by the surety of job security. They gave these statements;

…I chose teaching for job security because the society will always need teachers.

…It is a government job and once you get it being sacked is not easy.

…To be paid some salary so as to improve my financial status.

…I chose to become a teacher because teaching is one of the careers with surety of employment in Kenya even if it is not with the Teachers Service Commission.
Other respondents were motivated by the thought of multiple job opportunities. This is what they had to say;

…Teaching is the best career when it comes to job opportunities in Kenya. There is no way one can be jobless having teaching skills. Compared to other courses you find that many people stay home jobless for a long period and some go back to do a Post Graduate Diploma in Education (PGDE) to become teachers. Furthermore, teaching is a stress free job.

…Teaching profession is a career with opportunities and it defines the development progress of a nation.

…My family is very demanding and I thought that through teaching I would get a job early enough in order to support my siblings and the family at large.

…I chose to become a teacher because it has readily available jobs country wide i.e. rural and urban areas, unlike other careers.

…Teaching is the only career with many job vacancies in our country. The respondents also gave comments to support job flexibility as a motivating factor. The following are their statements.

…To earn a living and raise my living standards and the fact that teaching does not limit you from doing other resourceful activities so teaching will allow me to operate other businesses.

…Teaching has a good pay compared to some other jobs. It also has long holidays which will give me room to work at home or run a business unlike other jobs.

…Teaching is flexible and will allow me to spend quality time with my wife and a child or two.

…Teaching will allow me to choose where I live.

…With teaching you can secure a job in many other sectors like banking etc. My sister did education but she works in a bank".

…Teaching has few working hours which means I will have time for other businesses.

…Teaching gives ample time for family and of course to earn a salary for my upkeep. I can also say that teaching as a profession is flexible you can change in the future and become something else. By the way, teaching also keeps your mind active and also expands your thinking.

…Teaching is a profession that can put me anywhere in the career market.

…Because teaching has lengthy holidays, which accommodates my family commitments. It also contains a short working day.

…Teachers have enough time to do their personal work at home or even part time business as compared to other careers.
Lastly, some respondents supported financial benefits as a motivation for joining the teaching force. Their comments are as follows;

…I chose teaching as a career because immediately you get a TSC number you can apply for a loan and invest in other businesses. And again teaching is easy because you keep repeating the same things you were taught in high school.

…To settle in a profession that at least pays a moderate salary at the end of the month.

…Teaching especially in government schools provides a sure and steady income, including remunerations during holidays.

A research asserts that students from developing countries tend to join the teaching profession mainly for extrinsic reasons while those from developed countries do so for the love of teaching (Sumison, 2000). Majority of students who select teaching as a career influenced by the extrinsic reasons are said to be guided by the economic factor, working conditions and also the status of the profession. They are interested in the good salaries, working conditions, attractive working hours, job security and long holidays (Balyer & Ozcan, 2014).

Extrinsic reasons were affirmed to have had moderate importance in the decision making of the pre-service education students to pursue teaching as a career. This is clearly portrayed on table 15 on page 108.

Intrinsic Motivation

Intrinsic motivation are those reasons that are related to personal satisfaction, interest in teaching and love of the profession, (Gore, *et al*., 2015). As articulated by Ryan and Deci (2000), intrinsic motivation is the performance of an activity for its inherent satisfaction rather than for some separate consequences.

To ascertain how important intrinsic motivation was, in their decision to choose teaching as their career path, the pre-service education students were presented with seven items which they rated on a Likert scale as being not at all important in your decision to very important in your decision, 1-5. Table 16 shows intrinsic motivation as one of the influential factors was moderately important in considering the choice of teaching as a career.

The main reasons given by the pre-service education students as reasons for choosing teaching are life-long dream or passion for teaching and teaching as an enjoyable career. The respondents gave the following comments;

…I love the teaching profession, it is enjoyable and I have wanted to be a teacher all my life and I also like interacting with students. I aim at finally becoming a university lecturer with a foundation in teaching.

…Teaching is my dream career since childhood; it is where I find my joy.

…I have always had a dream of fighting the enemy of the state- illiteracy as declared by the Kenyan government as one of the three main drawbacks to development. I wanted to disapprove the notion that teaching is left for the moderately performing students, (C+ in KCSE) and rather follow the passion and the spirit of work at heart.

…I chose to be a teacher because I felt a strong urge to share my valued knowledge with the young people. I was intrinsically attracted to teaching at a young

Table 16

Intrinsic Motivation

	Mean	Std. Deviation
I am interested in teaching	3.57	1.52
I like teaching	3.64	1.46
I have always wanted to be a teacher	3.11	1.58
I want to work in a child/adolescent-centered environment	3.26	1.53
I would like to start my own school	3.38	1.59
I like working with children/adolescents	3.49	1.49
I want a job that involves working with children/adolescents	3.33	1.59
Motivation	**3.40**	**1.19**

Note: Mean categories: *Not important at all in your decision* =1.00- 1.49, *slightly important in your decision* =1.50-2.49, *moderately important in your decision* =2.50-3.49, *important in your decision* =3.50-4.49 and *very important in your decision* = 4.50- 5.00.

age by some of my committed teachers. Now that I am in the system I even feel more strongly drawn to giving my help in shaping the morals of the young through teaching. It is a profession I feel I belong to.

The findings from this study concur with earlier findings that intrinsic motivation is more effective than the external rewards, because external rewards have been found to reduce internal motivation. It was further established that intrinsic motivational factors always present the task as enjoyable, interesting and psychologically rewarding which enhances commitment, (Demir, 2011).

…I feel that I can make a very good teacher, teaching is like a hobby to me, am so interested in teaching I can't wait to be called a teacher.

The responses given by the pre-service education students in the current study concur with what other pre-service teachers have given other studies. A study by Gore, *et al*., (2015), which investigated the factors that influence the choice of teaching as a first career, pointed out some of the reasons given under the intrinsic motivation as, passion for teaching, enjoyment of or interest in teaching, liking the subject they are planning to teach and enjoying the company of children.

The teachers motivated by both altruistic and intrinsic reasons were found to be more likely to remain committed to the teaching profession more than those motivated by the extrinsic reasons. This was ascertained from their responses both in the questionnaire and the interview. Some of the pre-service education students gave the following responses

…I am passionate about teaching, and I am committed to meet the individual needs of the students. Teaching will forever be part of me. I love teaching and I would like to influence my students positively the way my teachers did.

…There is an inner drive that makes me committed to teach and at the same time I want to succeed as a teacher and see my students excel in their studies. Another thing which makes me committed is because I want to change the negative perception people have of the teaching profession.

…I am committed because I will feel so guilty if I don't serve as expected of me and also because my students destiny will be determined by my teaching.

The findings support what Gore, *et al.,* (2015) established that teachers motivated by altruistic and intrinsic reasons are committed and invest in teaching

which denotes a sense of calling to the profession and ensures that such teachers persist even when working conditions depreciate.

Status of the Teaching Profession

Some of the pre-service education students pointed out that they chose teaching as a career because of its status in the society. Although teaching is not held with as high status as it used to before the early 1990's, it is still a respected profession in society. These are some of the reasons the pre-service education students gave as their motivation to join the teaching profession.

…Teaching is a highly regarded job in the society, first because teachers are expected to direct the society to the right path and second because teachers have positive influence to young people in the society. Teaching is a prestigious job because one gains respect from those that pass through his/her hands.

…My community regards teachers highly, so I took it because every "big person" advised me so.

…High status accorded to teachers. Teachers are respected and valued in some communities like mine.

…I like teaching because teachers are highly respected in the society and everywhere.

…It is a good profession fit for rural living and teachers are respected and valued in some communities.

…The teaching profession is the only profession that contributes to other professions; everyone has to pass through a teacher if she/he wants to pursue other professions.

…Teaching is a reputable career meant to reciprocate back to the society.

…Teaching is a high status job. Being a teacher is like being a holder of knowledge in a given field which is prestigious.

…When you see all the great people, leaders, health workers etc. they all passed through the guidance and care of a teacher to reach where they are.

Therefore, the teaching profession is a noble career which imparts knowledge, nurture and moulds minds and ability of people from low level to higher level in life for the benefit of the present and future generations. This is what motivated me to opt for teaching"

Correlates of Career Choice Commitment

The fourth question sought to establish whether career choice is significantly related to the influential factors singly and collectively. It stated: *Is career choice commitment significantly related to the influential factors singly and collectively?*

Relationship Between Career Choice Commitment and Influential Factors

The findings in Table 17 indicate that all the influential factors had a significant relationship with the career choice and commitment to serve in the teaching profession at the significance level of .000. The *r* value, however, differed from one influential factor to another. The null hypothesis which stated that there is no significant relationship between career choice commitment and the following influential factors: (i) Status of the teaching profession, (ii) Socio-cultural beliefs, (iii) Fallback, (iv) External factors, (v) Self-concept, (vi) Altruistic reasons, (vii) Extrinsic reasons, (viii) Intrinsic motivation, was therefore rejected.

Table 17

Correlation of Influential Factors to Career Choice and Commitment to the Teaching

Profession

		Commitment to teaching as career choice
Status of the profession	Pearson Correlation	.346**
	Sig. (2-tailed)	.000
	N	994
Socio-cultural beliefs	Pearson Correlation	.277**
	Sig. (2-tailed)	.000
	N	992
Fallback	Pearson Correlation	-.221**
	Sig. (2-tailed)	.000
	N	940
External influence	Pearson Correlation	.328**
	Sig. (2-tailed)	.000
	N	930
Self-concept	Pearson Correlation	.476**
	Sig. (2-tailed)	.000
	N	924
Altruistic reasons	Pearson Correlation	.341**
	Sig. (2-tailed)	.000
	N	920
Extrinsic reasons	Pearson Correlation	.229**
	Sig. (2-tailed)	.000
	N	922
Intrinsic Motivation	Pearson Correlation	.494**
	Sig. (2-tailed)	.000
	N	898

Note: Range of Coefficients of correlation*: r > 0.8 = strong correlation*, 0.30.5 *r <*
0.8 = *moderate correlation and* r *<*0.30 *weak*

Status of the teaching profession. The correlation coefficient results (r=0.346, p=0.00< 0.01) shown on Table 17 on the relationship between career choice commitment and status of the teaching profession reveal that there is a significant moderate positive correlation between career choice commitment and status of the teaching profession. The findings agree with Devcota (2005), who pointed out that the high status of the teaching profession in countries like Armenia, Cyprus, Finland, Ireland, Luxembourg and Spain attract young people to the profession unlike other countries where young people would rather opt for other careers than join the teaching profession. In this study, it was found that although there is a relationship between the status of the teaching profession and the choice and commitment to remain in the profession, students categorically articulated that status is just the way people view the teaching profession. Many actually pointed out that they chose teaching as a career to try and change the negative image people have about the profession which the stakeholders hold due to the low living standards and poor remunerations which in turn affect the social lives of teachers (Anangisye, 2009).

According to Kibera and Kimokoti, (2007), teaching profession does not enjoy a lot of social prestige due to a number of factors which include; untrained teachers being engaged in teaching which makes it appear not to be a profession like medicine or law. They further continue to argue that teaching in Kenya like in many other countries pays poorly which consequently attracts people of low academic ability. The authors further argue that another factor which seems to contribute to the low status of the teaching profession is that teaching is viewed as a generally rural- based career with poor living conditions compared to those in urban areas, and lastly teaching is viewed as a profession predominantly occupied by women.

Socio-cultural beliefs about the teaching profession. Correlation

coefficient results (r= 0.277, p= 0.00< 0.00) are shown on Table 17. The findings

reveal that there is a significant weak positive correlation between career choice

commitment and socio-cultural beliefs about the teaching profession. This implies

that the socio-cultural beliefs a community upholds about the teaching profession will

determine who joins the teaching profession and their commitment to remain in the

profession. In communities where teachers are valued because of the crucial role they

play many young people will be attracted to join the profession and remain

committed. According to Kibera and Kimokti (2007), teaching is one of the

traditional occupations which attract women because women are believed to possess

certain personality traits which go well with the profession. A study by Gore, et al.,

(2015), established that socio-cultural beliefs or influences include beliefs that

teaching is flexible, fits well with family demands and also that teaching is understood

to provide opportunities for upward class mobility in the society.

Fallback. Correlation coefficient ($r=.-221$, $P = 0.00 < 0.01$) as shown on

Table 17. The findings reveal an inverse significance or a negative correlation

between career choice commitment and fallback as an influential factor. This means

that if the score for fallback went up the commitment to the teaching profession would

come down. It can be concluded from the findings that the respondents were

influenced by other factors to choose teaching as a career and not by fallback,

although there are a few who agreed that they chose teaching as a career as a last

resort. Those who were motivated by fallback are less likely to be committed.

The inverse relationship could be supported by some of the statements the

respondents gave under fallback. For example;

…Teaching was my last resort.

…I did not qualify for my first career choice.

...I did not choose teaching; I was placed there by KUCCPS.

...I just wanted to get a degree.

…It is cheap to acquire an education degree.

...Inadequate knowledge on how to choose a career.

The respondents answers agree with what other researchers have established that most of those who choose teaching as a last resort or fallback did so after failing to be accepted in their first career choices or just wanted to have a degree not necessarily to teach (Gore, *et al.*, 2015).

External factors. The Pearson correlation coefficient results ($r = .328$, $p = 0.00 < 0.01$) as portrayed on Table 17, reveal that there is a significant moderate positive correlation between external influence and commitment to career choice. Most of those who were influenced by family members like parents, siblings and other relatives and friends tend to be committed because most of them had parents who were teachers and teachers who were good role models. The findings in this study agree with other studies that family, friends and inspirational role models influence pre-service education students on the decision to choose teaching as a career (Lovett, as cited in Gore et al., 2015). The findings support what Manuel and Hughes, (2006), established that many of the pre-service teachers had family members or close relatives who were teachers or had inspirational role models that played a significant role in influencing their choice to become a teacher.

Although the influence of others may be great, it has a small positive effect on the choice of teaching as a career and could act as a deterrent. (Lai et al., as cited in Gore et al., 2015).

Self-concept. Correlation coefficient results ($r= 0.476$, $p= 0.00< 0.00$) as shown in Table 17. The findings reveal that there is a significant moderate positive correlation between career choice commitment and self-concept. The pre-service education students chose teaching as a career because they believed that they have what it takes to be teacher and that their abilities are suited to teaching as a career. This implies that they have the skills needed to make effective teachers.

This is in harmony with other studies that self-concept is an individual's belief about their capability, and what they think about their future (Nasir & Lin, 2013). They also argue that teachers who chose teaching as a career in conformity with their self-concept were found to mentally be prepared to face any challenges at work. They were also found to assess themselves positively and believed they were able to handle responsibilities and face any disappointments (Nasir & Lin, 2013).

Altruistic reasons. Correlation coefficient results ($r= 0.341$, $p= 0.00<$ 0.00) as shown on Table 17. The findings reveal that there is a significant moderate positive correlation between commitment to teaching as a career and altruistic reasons. Pre-service education students who were motivated by altruistic reasons to join the teaching profession are committed to the profession because their desire is to serve others, to give back to the society and have a positive impact on the lives of the students. These pre-service education students are not thinking of how they will benefit from teaching but how they can benefit others through their teaching.

The findings are in agreement with what Mwamwenda pointed out that altruistic reasons for joining the teaching profession are the unselfish devotion to the wellbeing of students and the community. Giving back to the community has been given as main reason why "many teachers feel that the teaching profession benefits society more than any other profession" (Mwamwenda, 2010 p.1).

Extrinsic reasons. Correlation coefficient results ($r= 0.229$, $p= 0.00<$ 0.00) as shown on Table 17. The findings reveal that there is a significant weak positive correlation between commitment to teaching as a career and extrinsic reasons. Although it was a real positive correlation, pre-service education students were committed to serve and give back to the community as they also benefit from it through good remunerations and other benefits like power, prestige, long holidays, perceived social status, job security, time compatibility between work and family, etc. which go along with it.

Similar reasons are given in other studies by pre-service education students who were motivated by extrinsic reasons as job benefits, balance between work and family, job security, status in the society, long holidays and favorable working conditions, professional opportunities among others, (Mwamwenda, 2005; Gore *et al*., 2015). Research has established that pre-service education students motivated by extrinsic reasons are less committed to the teaching profession as compared to those motivated by altruistic or intrinsic motivation, (Gore et al., 2015).

Intrinsic motivation. Correlation coefficient results ($r= 0.494$, $p= 0.00<$ 0.05) as shown on Table 17. The findings reveal that there is a significant moderate positive correlation between commitment to teaching as a career and intrinsic reasons. Pre-service education students who were intrinsically motivated to join the teaching profession were found to be committed to remain in the profession. Those who are intrinsically motivated said that they chose teaching because they had a dream to fulfill, others said that they like being and working with young people while others said that they did so in order to have meaningful engagement with the subject matter. It can therefore be said that those who were motivated by intrinsic reasons

chose teaching for personal satisfaction, interest in teaching and love for the

profession which concurs with the findings in a study by Gore, *et al*., (2015).

Regression Analysis

The findings of this study reveal that out of the eight motivational factors that

influenced the pre-service education students, only five entered the regression.

Motivation, self-concept, status of the teaching profession, fallback, and socio-

cultural beliefs combined have moderate correlation (r = .611) with teaching career

commitment.

Table 18

Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.495[a]	.245	.245	.47753
2	.543[b]	.295	.293	.46187
3	.579[c]	.336	.334	.44855
4	.599[d]	.359	.356	.44082
5	.611[e]	.373	.369	.43638

a. Predictors: (Constant),Intrinsic Motivation

b. Predictors: (Constant), Intrinsic Motivation, Self-concept

c. Predictors: (Constant), Intrinsic Motivation, Self-concept, Status of the profession

d. Predictors: (Constant), Intrinsic Motivation, Self-concept, Status of the profession, Fallback
e. Predictors: (Constant), Intrinsic Motivation, Self-concept, Status of the profession, Fallback, Socio-cultural beliefs

Intrinsic motivation had the highest influence in the pre-service education

students' choice of teaching as their career, this factor accounted for 24.5% of the

variance in career choice commitment; to imply that compared to the other factors, the

intrinsic motivation played a major role in their decision to become teachers. It could

also mean that most of those who were motivated by the intrinsic reason were most

likely to be more committed to the teaching profession.

Self-concept which was the second to enter the regression contributes 4.8% of variance in career choice commitment. This means that the teachers' self-efficacy motivated them to join the teaching profession because they felt that they have what it takes to execute the duties of teaching, believing that they have the qualities and abilities of an effective teacher. The findings concur with earlier findings that those teachers who chose teaching as a career in conformity with their self-concept were found to mentally be prepared to face the challenges they faced at work. They were also found to assess themselves positively and believed they were able to handle responsibilities and face any disappointments (Nasir & Lin, 2013).

The third to enter the regression was the status of the teaching profession which contributed 4.1%. This was interesting because teaching seems to have lost its dignity and glory in the society, but the pre-service education students articulated that, the low status of the teaching profession is just people's perception but they actually know that teaching is a noble profession. Some categorically said that they joined the teaching profession to try to change that negative perception about teaching as a profession. This argument of the pre-service education students agrees with Devcota, (2005), that the low status of the teaching profession is generally a perception of stakeholders and some teachers. He continues to argue that in some countries like Armenia, Cyprus, Finland, Ireland Luxembourg, and Spain enjoy high status of the teaching profession.

Fallback entered the regression as the fourth contributing 2.2% of the variance in career choice commitment. Those who chose career on their own, not just fallback, tend to be committed to the profession. A good number of those who chose teaching as a fallback did so either due to lack of career guidance or pressure from parents and

family but actually once they started their training they came to appreciate and love the profession.

Socio-cultural beliefs entered the regression last contributing 1.3% of the variance in career choice commitment. Teaching as a profession is valued and respected in some communities because many people in the society understand the work of teachers. So teaching is believed to be a profession like no other although the returns are too low. The pre-service education students acknowledged that people in the society do realize that teachers are the driving force in the development of any society and that anybody regardless of their profession goes through the care and guidance of a teacher.

Predictive Model of Career Choice Commitment

Table 19 presents the regression coefficients of the predictor variables.

From the study findings, commitment to teaching as a career choice can be predicted using the following linear regression model: The PENDUMU predictive model.

$Y' = .127X_1 + .106X_2 + .099X_3 - .076X_4 + .125X_5 + 1.892$ where

Y' = Predicted career choice commitment

X_1 = Intrinsic motivation

X_2 = Self-concept

X_3 = Status of the teaching profession

X_4 = Fallback

X_5 = Socio-cultural beliefs

Table 19

Coefficients of Career Choice Commitment Predictors

Model	Unstandardized	Coefficients	Standardized	coefficients	t	sig
		B	Std. Error	Beta		
1	(Constant)	2.310	.049		47.344	.000
	Intrinsic Motivation	.229	.014	.495	16.891	.000
2	(Constant)	2.110	.054		39.323	.000
	Intrinsic Motivation	.150	.016	.326	9.133	.000
	Self-concept	.124	.016	.280	7.842	.000
3	(Constant)	1.909	.059		32.401	.000
	Intrinsic Motivation	.128	.016	.278	7.889	.000
	Self-concept	.116	.015	.262	7.548	.000
	Status of the profession	.130	.018	.211	7.335	.000
4	(Constant)	2.141	.071		30.161	.000
	Intrinsic Motivation	.128	.016	.277	8.000	.000
	Self-concept	.109	.015	.247	7.202	.000
	Status of the profession	.121	.018	.196	6.908	.000
	Fallback	-.080	.014	-.155	-5.650	.000
5	**(Constant)**	**1.892**	.091		20.895	.000
	Intrinsic Motivation	**.127**	.016	.274	7.997	.000
	Self-concept	**.106**	.015	.239	7.043	.000
	Status of the profession	**.099**	.018	.161	5.512	.000
	Fallback	**-.076**	.014	-.147	-5.408	.000
	Socio-cultural beliefs	**.125**	.029	.123	4.346	.000

a. Dependent Variable: Commitment to teaching as career choice

The linear regression analysis was conducted to determine correlates of commitment to career choice among them; status of the teaching profession, socio-cultural beliefs, fallback external influence, self-concept, altruistic reasons, extrinsic reasons and intrinsic motivation. The results in Table 19 reveal that, intrinsic motivation had the highest influence in the pre-service education student's decision to join the teaching profession and their commitment to their career choice. So teachers who relate with the students on a daily basis need to be good role models and also talk positively about the profession so that many students will not only be attracted to join the teaching profession but will also be committed to the profession.

Self-concept was the second factor to enter the regression, meaning that teachers who enter the profession motivated by self-concept will also be very committed to the profession. The findings of this study suggest that teachers need to identify students with qualities for teaching and encourage them to join the teaching profession as some of the pre-service education students pointed out that they joined the profession because their teachers felt that they could become good teachers.

The status of the teaching profession was the third to enter the regression. This means that how an individual perceives the status of the teaching profession can affect their commitment. Those pre-service education students who view teaching as a noble profession above all other professions will be committed to teaching because they know that what they are doing is very valuable to the students, parents, employers, other education stakeholders and the society at large.

Fallback entered the regression to mean that those who enter the teaching profession as a fallback are not committed because to some teaching is just a stepping stone as they search for their dream careers while others are in it because of the long holidays or pay or any other gains but not what they offer to the profession. The

findings from this study suggest that those who are influenced by fallback should not be admitted to the teaching profession for they will not be committed and this results to wastage of human resources.

The socio-cultural beliefs entered the fifth and last on the regression model. The findings from this study suggest that people's perception about the teaching profession needs to change. The teachers themselves need to change their perception because they pass it to their students knowingly or unknowingly. The media also need to portray teaching as an important profession like the other professions. The society needs to be helped to understand that the teaching profession is not for failures or poor performers. Untrained teachers should not be allowed to practice because this gives the impression that anybody can teach and training to be a teacher is a waste of time and resources.

An interesting finding from this study was that altruistic reasons, external factors and extrinsic reasons did not enter the regression. This was an interesting finding because in most studies altruistic and intrinsic motivation are usually mentioned as the most influencing factors for the pre-service teachers to join the teaching profession and also those who are motivated by intrinsic and altruistic motivation are committed to the teaching profession.

Extrinsic reasons and external factors did not enter the regression. As found in literature, those who join the teaching profession for extrinsic reasons will not be so committed to teaching because their interest is not so much what they can give but how much they can benefit from the career. Such teachers are most driven by the material gains like remunerations, long holidays, short working hours, good working conditions, job security, and other fringe benefits, (Stichert, 2005 ;Gore, *et al.,* 2015).

External factors did not enter the regression; this can be understood because this is a motivation which originates from someone or something, outside the individual who is choosing the career; indicating that the individual choosing the career does not have that attachment to the career and, hence, no commitment, (Gordon, 1993).

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND

RECOMMENDATIONS

This chapter presents the summary, conclusions drawn from the findings and recommendations for further study to fill gaps established in the process of this study.

Summary

The study sought to establish the correlates of commitment to career choice of pre-service education students in selected universities in Kenya, to explore the factors which lead them to choose teaching as a career and, which of these factors are linked to their commitment to remain of service in the teaching profession. The study is founded on two theories; Atkinson's, (1975) Expectancy- value theory and Bandura's, (1977) Self- efficacy theory.

The study used concurrent mixed method approach, utilizing both quantitative and qualitative approaches. The quantitative aspect of the study was mainly descriptive survey while the qualitative was mainly interviews. Questionnaires and structured interviews were the main instruments for data collection. The validity and reliability of the instruments was established through a pilot study before the actual data gathering commenced.

The respondents in the study were 1001 third and fourth year pre-service education students from three public and three private universities in Kenya. The collected data were analyzed using the statistical package for social sciences (SPSS) version 20.

Summary of Findings

Following is a summary of the main findings of the study;

1. The pre-service education students were found to be moderately committed to teaching as their career of choice, ($\bar{x}$ =3.07; *SD*=.55) This could mean that the pre-service teachers will be committed to the service when they get employed but in case a better option comes up they might consider leaving teaching.

2. The pre-service education students were found to have a low perception of the status of the teaching profession. They indicated that the teaching profession is not perceived as one of the high status occupations in society. Although they tended to agree that teachers are perceived as professionals. On the socio-cultural beliefs, the pre-service teachers articulated that different communities have different beliefs when it comes to the teaching profession. Some communities believe that teaching is a hard work and is emotionally demanding. It was also revealed that some communities respect and appreciate the teaching profession and believe that it is a profession that requires high levels of expert knowledge.

3. The third research question sought to establish the importance of the following factors in the pre-service education student's decision to become teachers. (i) Fallback, (ii) External factors, (iii) Self-concept (iv) Altruistic reasons (v) Extrinsic reasons and (vi) Intrinsic motivation. The findings established that all the influential factors were important to the pre-service education students to join the teaching profession. None of the influential factors was very important to their decision to choose teaching as a career. The pre-service education students pointed out that their high school grade is what really determines their career path. Fallback as one of the influential factors was

found to have been slightly important in their decision to enter the teaching profession.

4. The influential factors were found to be having a positive moderate significant relationship with commitment to teaching as a career both singly and collectively except extrinsic reasons which had a weak positive correlation and fallback which had a negative significant relationship. However some of the influential factors had more influence on the pre-service teacher's decision to join the teaching profession. Intrinsic motivation was the number one motivator to the decision to become a teacher while extrinsic and fallback had the least influence. Intrinsic motivation and self-concept attracted teachers who were committed to remain in the teaching profession.

Conclusions

The following conclusions were drawn from the findings of this study;

1. The pre-service education students are moderately committed to teaching as their career choice.

2. The pre-service education students have a low perception of the status of the teaching profession and believe that teaching is a hard work which is emotionally demanding, although they perceived teaching to be a profession that requires high levels of expert knowledge.

3. The influential factors which include; (i) Fallback, (ii) External factors, (iii) Self-concept (iv) Altruistic reasons (v) Extrinsic reasons and (vi) Intrinsic motivation. were found to be important to the pre-service education students' decision to join the teaching profession, although fallback was found to be slightly important and also had teachers who were motivated by fallback were less likely to be committed.

4. Commitment to career choice was found to be significantly related to the influential factors. Factors which include, intrinsic motivation, self-concept, status of the teaching profession, fallback, and socio-cultural beliefs were found to be correlated to career choice. Fallback had a negative correlation between with commitment meaning that those who are motivated by fallback will not be committed to their career choice. It was also found out that choosing teaching as a first career does not necessarily means commitment. There pre-service education students who chose teaching as their first choice because of pressure but they are not passionate about teaching.

Recommendations

From the findings of this study the researcher recommends:

1. The use of the predictive model to improve the commitment of teachers for quality education and development of skilled and competent human resources.

2. That teachers need to have some autonomy and power to help improve the status of the teaching profession and bring back the prestige the profession enjoyed some years back.

3. Improvement of career guidance in schools so that students clearly understand and choose careers in relation to their interest and abilities because this will increase their commitment to their career choices and reduce the job hopping being experienced in the world of work.

4. The factors influencing individuals to join the teaching profession be clearly understood because the factors which motivate an individual to join a profession determine their commitment. This can be established through some kind of interview.

Recommendations for Further Study

The researcher recommends the following areas for further study:

1. A study to establish how effectively the predictive model can be implemented to improve teacher's commitment.

2. Research to establish why education stakeholders have a low perception   of the teaching profession.

3. An exploratory study on the influential factors to career choice.

4. A study to find out how the influential and motivational factors can be identified before placing students to the teaching profession to avoid the wastage of human resources when trained teachers do not take up teaching jobs.

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APPENDICES

APPENDIX A   Questionnaire for Pre-Service Education Students

The researcher is a PhD candidate at the University of Eastern Africa, Baraton. She aims at establishing the factors which motivated pre-service education students and the extent to which they are committed to their career choice, and how these factors are related to commitment to the teaching profession. For the success of this study you are kindly asked to give your honest answers to all the questions. Do not write your name on the question paper and do not leave any of the questions unanswered. Your participation will be highly appreciated.

SECTION A:

Kindly answer the questions by putting a tick ( ) in the spaces provided for each question.

1. What is your gender?

    (a) Male   ( )

    (b) Female   ( )

2. What is your age bracket?

    (a) 25 years and below   ( )

    (b) 26-30 years   ( )

    (c) 31-35 years   ( )

    (d) 36-40 years   ( )

    (e) 41 years and above   ( )

3. Which year of training are you?

    (a) Third year ( )   (b) Fourth Year ( )

4. What are your teaching subjects?

    (a) First teaching subject _____

    (b) Second Teaching subject _____

5. Have you done your teaching practice?

    (a) Yes (   )   (b) No (   )

6. Was teacher education your first degree of choice?

    (a) Yes (   )   (b) No (   )

If not what was your first choice? _____

SECTION B

Instruction: Circle the number that indicates the extent of your agreement or

disagreement with each statement using the following scale:

1 – Disagree   2 – Tend to Disagree   3 – Tend to Agree   4 -

Agree

Commitment to teaching as my career choice				
Items	Disagree	Tend to Disagree	Tend to Agree	Agree
I plan to remain in the teaching profession until I retire.	1	2	3	4
I am not decided whether I will teach throughout my career life or not.	1	2	3	4
I definitely plan to leave the teaching profession in the near future.	1	2	3	4
I like teaching even more since I started my training.	1	2	3	4
I would encourage others to join the teaching profession	1	2	3	4
I will try my best to teach students even when they are poorly motivated to learn.	1	2	3	4
If I were to choose again I would still choose to be a teacher.	1	2	3	4

I plan to leave teaching as soon as I can	1	2	3	4
If I get a better paying job after my training I will definitely quit teaching	1	2	3	4
I will motivate my students and expect the best possible from all of them	1	2	3	4
I will support and actively participate in school activities.	1	2	3	4
I will always strive to create a conducive learning environment for my students	1	2	3	4
I will do my best as a professional to support my school and the education sector.	1	2	3	4
I will work hard to improve instruction for all my students.	1	2	3	4

Status of the Profession

Items	Disagree	Tend to disagree	Tend to agree	Agree
Teachers are perceived as professionals	1	2	3	4
Teaching is perceived as a high-status occupation	1	2	3	4
Teaching is a well-respected career	1	2	3	4
Teachers feel their occupation has high social status	1	2	3	4

Social cultural beliefs

Items	Disagree	Tend to disagree	Tend to agree	Agree
Teaching is emotionally demanding	1	2	3	4
Teachers feel valued by society	1	2	3	4
Teaching requires high levels of expert knowledge	1	2	3	4
Teaching is hard work	1	2	3	4

PART C – INFLUENTIAL FACTORS
For each statement below, please rate how important it was in YOUR decision to become a teacher, using the following scale:
1 - not at all important in your decision
2 - Slightly important in your decision
3 - Moderately important in your decision
4 – Important in your decision
5 - Very important in your decision

"I chose to become a teacher because…"

Fallback					
I did not qualify into my first-choice career	1	2	3	4	5
I chose teaching as a last-resort career	1	2	3	4	5
I was unsure of what career I wanted	1	2	3	4	5
My parents cannot afford to support me in my first-choice career	1	2	3	4	5
The duration of education training is shorter than my first-choice career	1	2	3	4	5
External factors					
I have had positive learning experiences	1	2	3	4	5
I have had good teachers as role-models	1	2	3	4	5
My family think I should become a teacher	1	2	3	4	5
I have had inspirational teachers	1	2	3	4	5
People I've worked with think I should become a teacher	1	2	3	4	5
My friends think I should become a teacher	1	2	3	4	5
I want to answer a call from God	1	2	3	4	5
Self-concept					
I have the qualities of a good teacher	1	2	3	4	5
I have good teaching skills	1	2	3	4	5
Teaching is a career suited to my abilities	1	2	3	4	5
I feel I will be a great teacher	1	2	3	4	5
Altruistic reasons					
Teaching will allow me to benefit the socially disadvantaged	1	2	3	4	5
Teaching will allow me to have an impact on children/adolescents	1	2	3	4	5
Teaching will allow me to work against social disadvantage	1	2	3	4	5
Teaching will allow me to raise the ambitions of underprivileged youth	1	2	3	4	5
Teaching enables me to 'give back' to society	1	2	3	4	5
Teaching will allow me to influence the next generation	1	2	3	4	5
Teachers make a worthwhile social contribution	1	2	3	4	5
Teaching will allow me to shape child/adolescent	1	2	3	4	5

values					
Teaching allows me to provide a service to society	1	2	3	4	5
Extrinsic reasons					
A teaching job will allow me to choose where I wish to live	1	2	3	4	5
Teaching will be a secure job	1	2	3	4	5
School holidays will fit in with family commitments	1	2	3	4	5
Teaching will provide a reliable income	1	2	3	4	5
As a teacher I will have a short working day	1	2	3	4	5
Teaching hours will fit with the responsibilities of having a family	1	2	3	4	5
Teaching will offer a steady career path	1	2	3	4	5
Teaching may give me the chance to work abroad	1	2	3	4	5
As a teacher I will have lengthy holidays	1	2	3	4	5
A teaching qualification is recognized everywhere	1	2	3	4	5
Intrinsic Motivation					
I am interested in teaching	1	2	3	4	5
I like teaching	1	2	3	4	5
I have always wanted to be a teacher	1	2	3	4	5
I want to work in a child/adolescent-centered environment	1	2	3	4	5
I would like to start my own school	1	2	3	4	5
I like working with children/adolescents	1	2	3	4	5
I want a job that involves working with children/adolescents	1	2	3	4	5

Please briefly state your main reason(s) for choosing to become a teacher:

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

…………………………………

APPENDIX B   RE. Request for Permission

On 27/07/2015 8:31 PM, Petronilla Mwangi wrote:

Dear Madam,

My name is Petronilla Mwangi, a student pursuing a PhD in Education at the University of Eastern Africa, Baraton in Kenya. I am kindly requesting for your permission to use the FIT Choice scale in my study.

I have not identified any studies in Kenya which have used the FIT Choice scale, which means there may be very few if any and I would like to see how the results compare with those from other countries.

My thesis topic is "Correlates of Career Choice of Pre-service Education Students in Selected Universities in Kenya". As I reviewed the related literature I came across many of the studies you co-authored with Richardson on motivation for choosing teaching as a career.

Your kind consideration to this request is of great importance to the success of my study.

I am looking forward to your positive response. Thank you in advance

Yours faithfully,

Petronilla Mwangi

--
HELEN M. G. WATT |PhD, Associate Professor, Australian Research Fellow
Faculty of Education, MONASH UNIVERSITY
Bldg 6 Wellington Rd, Clayton campus |Monash University
Melbourne VIC 3800|Australia
T +61 3 9905 3276 |F +61 3 9905 5127 |E helen.watt@monash.edu
W http://users.monash.edu.au/~hwatt/

FIT-Choice project: www.fitchoice.org
STEPS study: www.stepsstudy.org

To: Petronilla Mwangi
CC   'FITchoice@monash.edu'
           Paul Richardson

Dear Petronilla Mwangi,

thank you for your interest in our work. You are welcome to use our measures - there is no fee, with citation as below.

We have attached the formatted scale for your best convenience. Mentioned publications below are all available @ www.fitchoice.org

Please cite the psychometric FIT-Choice scale validation as:
-- Watt, H.M.G. & Richardson, P.W. (2007). Motivational factors influencing teaching as a career choice: Development and validation of the FIT-Choice Scale. *Journal of Experimental Education, 75*(3), 167-202.

and the validation sample as:
-- Richardson, P.W. & Watt, H.M.G. (2006). Who chooses teaching and why? Profiling characteristics and motivations across three Australian universities. *Asia-Pacific Journal of Teacher Education, 34*(1), 27-56.
(also contains a useful Table 1, which summarizes items per construct in clear layout)

first cross-cultural validation:
-- Watt, Richardson et al. (2012) in TATE

You may also be interested to refer to the international comparisons using the FIT-Choice scale published in our recent 2012 journal special issue of APJTE, volume 40 (in different language translations).

You may also be interested to use our "PECDA scale", to cite as:
-- Watt, H.M.G. & Richardson, P.W. (2008). Motivations, perceptions, and aspirations concerning teaching as a career for different types of beginning teachers. *Learning and Instruction, 18,* 408-428.

Please could you let us know if you go ahead and use any of our measures, best wishes, Helen Watt, & Paul Richardson

APPENDIX C   Interview Schedule

1. Do you think you have what it takes to be an effective teacher?

2 What do you understand by the term teacher commitment?

3. What factors contribute to your commitment to teach?

4. How do you think teacher commitment can be fostered and maintained?

5. If you have done your teaching practice, are you as committed as before to the profession or has teaching practice diminished your commitment?

6. Are there certain things you have come to learn about the teaching profession if you had known before, you would make a different choice?

7. Are you committed to remain in the teaching profession for the rest of your career life?

8. Did your qualifications allow you to join any career of your choice? If so why specifically did you choose to become a teacher?

9. If you were to choose again, would you still go for teaching as a career?

10. Are you aware of how much teachers are paid in Kenya?

11. Does the teachers' pay affect your commitment to teaching in anyway?

12. Do you know of some teachers who are not committed to teaching?

13. What do think could be contributing to their lack of commitment?

14. What do you think can be done to re-invigorate teacher commitment to the less committed teachers?

15. What else would you like to tell me about your choice and commitment to the teaching profession?

APPENDIX D   Reliability Analysis Computer Output

Reliability (Commitment to teaching as my career choice)

Case Processing Summary

		N	%
Cases	Valid	39	92.9
	Excluded[a]	3	7.1
	Total	42	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.790	14

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I plan to remain in the teaching profession until I retire.	44.4359	34.305	.595	.757
*I am not decided whether I will teach throughout my career life or not.	44.2051	35.852	.423	.779
*I definitely plan to leave the teaching profession in the near future.	43.8462	33.976	.608	.756
I like teaching even more since I started my training.	43.5641	35.673	.557	.762
I would encourage others to join the teaching profession	43.3846	37.506	.482	.770
I will try my best to teach students even when they are poorly motivated to learn.	42.8718	43.852	.155	.792
If I were to choose again I will still choose to be a teacher.	43.8974	32.937	.663	.749
*I plan to leave teaching as soon as I can	43.4872	37.204	.499	.769
*If I get a better paying job after my training I will definitely quit teaching	44.6154	33.664	.572	.761
I will motivate my students and expect the best possible from all of them	42.8205	44.362	.000	.795
I will support and actively participate in school activities.	42.8462	43.713	.294	.791
I will always strive to create a conducive learning environment for my students	42.8718	44.378	-.022	.796
I will do my best as a professional to support my school and the education sector.	42.9231	43.494	.191	.791
I will work hard to improve instruction for all my students.	42.8974	43.252	.292	.789

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
46.8205	44.362	6.66046	14

160

Reliability (Status of the Profession)

Case Processing Summary

		N	%
	Valid	38	90.5
Cases	Excluded[a]	4	9.5
	Total	42	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.577	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Teaching is well paid	12.0263	11.702	.235	.563
Teachers earn a good salary	11.8684	13.361	-.105	.674
Teachers are perceived as professionals	10.3158	9.519	.448	.474
Teaching is perceived as a high-status occupation	11.3947	9.002	.420	.480
Teaching is a well-respected career	10.9474	9.457	.351	.515
Teachers feel their occupation has high social status	10.6842	7.952	.556	.399

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
13.4474	13.497	3.67385	6

Reliability (Status of the Profession) – two items deleted

Reliability Statistics

Cronbach's Alpha	N of Items
.726	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Teachers are perceived as professionals	7.3158	7.844	.568	.641
Teaching is perceived as a high-status occupation	8.3947	7.326	.531	.655
Teaching is a well-respected career	7.9474	7.997	.413	.724
Teachers feel their occupation has high social status	7.6842	6.925	.563	.635

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
10.4474	12.254	3.50056	4

Reliability (Social cultural beliefs)

Case Processing Summary

		N	%
Cases	Valid	36	85.7
	Excluded[a]	6	14.3
	Total	42	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.516	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Teachers have high morale	17.5556	11.054	.186	.503
*Teaching is emotionally demanding	19.2500	9.964	.305	.456
*Teaching is emotionally demanding	19.2222	9.949	.310	.453
Teachers feel valued by society	17.6667	9.657	.477	.394
Teaching requires high levels of expert knowledge	17.1944	11.418	.294	.474
*Teaching is hard work	19.1389	9.609	.345	.437
*Teachers have a heavy workload	19.1667	11.857	.011	.577
Teachers need high levels of technical knowledge	17.2222	12.692	.034	.534

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
20.9167	13.164	3.62826	8

Reliability (Social cultural beliefs) – three items deleted

Reliability Statistics

Cronbach's Alpha	N of Items
.621	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
*Teaching is emotionally demanding	10.4167	5.564	.542	.469
Teachers feel valued by society	8.8611	6.809	.378	.566
Teaching requires high levels of expert knowledge	8.3889	8.302	.179	.642
*Teaching is hard work	10.3333	6.743	.257	.635
*Teaching is emotionally demanding	10.4444	5.568	.536	.472

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
12.1111	9.416	3.06853	5

Reliability (Fallback)

Case Processing Summary

		N	%
Cases	Valid	38	90.5
	Excluded[a]	4	9.5
	Total	42	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.636	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I did not qualify into my first-choice career	7.6053	13.975	.432	.561
I chose teaching as a last-resort career	7.6579	13.420	.510	.515
I was unsure of what career I wanted	8.2368	16.672	.440	.570
My parents cannot afford to support me in my first-choice career	7.7895	16.711	.257	.646
The duration of education training is shorter than my first-choice career	8.0789	16.507	.340	.605

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
9.8421	22.137	4.70495	5

Reliability (External Influence)

Reliability Statistics

Cronbach's Alpha	N of Items
.743	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I have had positive learning experiences	18.8974	27.358	.577	.688
I have had good teachers as role-models	18.8205	29.467	.480	.711
My family think I should become a teacher	20.9744	28.868	.358	.734
I have had inspirational teachers	18.7692	31.287	.281	.746
People I've worked with think I should become a teacher	20.8974	25.463	.538	.692
My friends think I should become a teacher	21.1282	26.904	.542	.692
I want to answer a call from God	19.4359	25.305	.466	.714

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
23.1538	36.291	6.02424	7

Reliability (Self-concept)

Reliability Statistics

Cronbach's Alpha	N of Items
.769	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I have the qualities of a good teacher	13.0541	5.553	.516	.752
I have good teaching skills	13.0541	6.108	.646	.683
Teaching is a career suited to my abilities	13.2432	5.411	.551	.731
I feel I will be a great teacher	12.7027	6.381	.629	.697

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
17.3514	9.679	3.11106	4

Reliability (Altruistic Reasons)

Case Processing Summary

		N	%
Cases	Valid	37	88.1
	Excluded^a	5	11.9
	Total	42	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.776	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Teaching will allow me to benefit the socially disadvantaged	34.5676	22.308	.436	.760
Teaching will allow me to have an impact on children/adolescents	34.6216	21.131	.551	.740
Teaching will allow me to work against social disadvantage	34.7027	24.881	.184	.802
Teaching will allow me to raise the ambitions of underprivileged youth	34.1622	25.529	.435	.763
Teaching enables me to 'give back' to society	34.2162	23.285	.562	.743
Teaching will allow me to influence the next generation	34.1622	25.417	.505	.758
Teachers make a worthwhile social contribution	34.6216	22.686	.436	.759
Teaching will allow me to shape child/adolescent values	34.5946	21.192	.610	.730
Teaching allows me to provide a service to society	34.4054	22.081	.648	.728

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
38.7568	28.523	5.34065	9

Reliability (Extrinsic Reasons)

Case Processing Summary

		N	%
Cases	Valid	37	88.1
	Excluded[a]	5	11.9
	Total	42	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.868	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
A teaching job will allow me to choose where I wish to live	27.7297	82.703	.595	.855
Teaching will be a secure job	27.1622	86.973	.541	.858
School holidays will fit in with family commitments	27.4324	81.974	.666	.848
Teaching will provide a reliable income	27.6757	84.059	.645	.850
As a teacher I will have a short working day	28.4054	85.470	.632	.852
Teaching hours will fit with the responsibilities of having a family	27.8378	81.862	.695	.846
Teaching will offer a steady career path	26.7027	90.048	.540	.859
Teaching may give me the chance to work abroad	27.6216	84.297	.556	.858
As a teacher I will have lengthy holidays	27.9189	81.799	.682	.847
A teaching qualification is recognized everywhere	26.6216	94.464	.281	.877

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
30.5676	103.863	10.19134	10

Reliability (Motivation)

Case Processing Summary

		N	%
Cases	Valid	37	88.1
	Excluded[a]	5	11.9
	Total	42	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.754	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I am interested in teaching	21.2973	28.048	.530	.720
I like teaching	21.4865	25.868	.592	.702
I have always wanted to be a teacher	21.9189	24.132	.591	.696
I want to work in a child/adolescent-centred environment	22.2703	24.092	.608	.692
I would like to start my own school	22.0541	27.830	.220	.792
I like working with children/adolescents	21.9189	25.354	.537	.710
I want a job that involves working with children/adolescents	22.1351	28.065	.347	.750

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
25.5135	34.257	5.85293	7

APPENDIX E   Circular from TSC on Subject Proposed Subject

Combination

TEACHERS SERVICE COMMISSION

Telephone: Nairobi 331144/5/6/7/8/9

& 331150. www.tsc.go.ke

Telegrams: "MWALIMU". Nairobi

When replying please quote:

Ref.Nº:TSC/ADM/192A/VOL.VII/114

THE BAZAAR
MOI AVENUE/BIASHARA
STREET
PRIVATE BAG
NAIROBI, KENYA

18TH NOVEMBER, 2008

TSC CIRCULAR NO: 20/2008

TO: THE VICE CHANCELLOR:
- o Kenyatta University
- o University of Nairobi
- o Moi University
- o Maseno University
- o Egerton University
- o Masinde Muliro University of Science and Technology

**THE VICE CHANCELLORS OF CHARTERED PRIVATE
UNIVERSITIES:**
- o Daystar University
- o Catholic University of Eastern Africa
- o Kenya Methodist University
- o University of Eastern Africa – Baraton
- o Kabarak University

PRINCIPALS OF DIPLOMA TTCs – KAGUMO AND KIBABII

**RE: SELECTION AND TRAINING OF TEACHERS OF POST PRIMARY
INSTITUTIONS**

The Teachers Service Commission was established in 1967 through an Act of
Parliament (Cap. 212) of the Laws of Kenya to carry out teacher registration,
recruitment and deployment of teachers among others.

In order to utilize the available teacher numbers optimally and achieve equitable
distribution, the Commission reviewed its teacher recruitment policy as follows:-

*c: DVC
Deans of Schools
Chair Curriculum & Ins*

➢ From Supply Driven to Demand Driven.

➢ Required that teachers seeking employment should have a minimum of two (2) teaching subjects relevant to the current curriculum.

In this regard, it is imperative that teacher training institutions ensure that teacher trainees study at least two teaching subjects offered in the current curriculum.

From the recently concluded recruitment exercise, it emerged that there are shortage of teachers in the following subject combinations:-

- History/CRE
- Geography/CRE
- Geography/History
- Kiswahili/CRE
- Kiswahili/History
- Kiswahili/Geography
- Physics/Chemistry
- Mathematics/Physics
- Computer Studies with any other subject
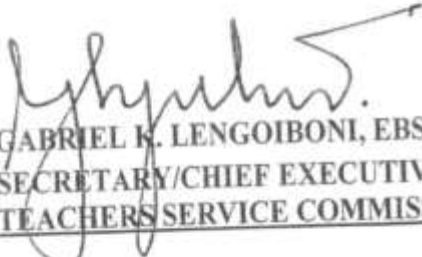
In view of the afore-going issues, the Commission proposes the following:-

✓ Students seeking admission to universities be advised appropriately in line with the market demands.

✓ Teachers are trained in all subject areas to meet the ever increasing demand for teachers locally and internationally.

✓ Post Graduate Diploma in Education training should be offered based on subjects studied at under-graduate level.

✓ English language be integrated with Literature in English and be taken as a two teaching subject.

✓ You may wish to note that, graduates in fields such as Anthropology, Sociology, Forestry, Agriculture, Theology, Horticulture, Farm/Ranch Management, Animal Husbandry, Natural Resources, Metrology etc, are not eligible for recruitment as teachers, irrespective of their having done Post Graduate Diploma in Education, since these fields are not relevant to the curriculum.

✓ The Commission requires that transcripts clearly indicate subject study for scrutiny during recruitment.

Finally, the Commission wishes to encourage closer liaison between the Commission, Ministry of Education, Ministry of Higher Education, Science and Technology and all Teacher Training Institutions to address emerging challenges in teacher training.

Attached are the possible subject combinations as per the curriculum offered in Secondary Schools for further guidance.

GABRIEL K. LENGOIBONI, EBS
SECRETARY/CHIEF EXECUTIVE
TEACHERS SERVICE COMMISSION

Copy to:

The Chief Executive/Secretary,
Commission for Higher Education,
P.O. Box 54999,
NAIROBI.

Permanent Secretary,
Ministry of Education,
P.O. Box 30040-00100,
NAIROBI.

Permanent Secretary,
Ministry of Higher Education
Science & Technology,
P.O. Box 30040-00100,
NAIROBI.

Encls.

3

POSSIBLE SUBJECTS COMBINATION IN THE SECONDARY SCHOOLS CURRICULUM

S/NO	SCIENCE	S/NO	LANGUAGES
1	Chemistry/Biology	1	English/Literature
2	Chemistry/Physics	2	Kiswahili/CRE
3	Agriculture/Biology	3	Kiswahili/History
4	Agriculture/Chemistry	4	Kiswahili/Geography
5	Agriculture/Geography	5	French/Geography
6	Biology/Geography	6	French/Business Studies
7	Home science/Agriculture	7	French/CRE
8	Home science/Biology	8	French/History
9	Physics/Computer	9	Arabic/IRE
		10	German/History

S/NO	MATHEMATICS		
1	Mathematics/Chemistry	11	German/Geography
2	Mathematics/Biology	12	German/CRE
3	Mathematics/Physics	13	Kiswahili/IRE

S/NO		S/NO	TECHNICAL
4	Mathematics/Business Studies		
5	Mathematics/Geography	1	Metal Work/Mathematics
6	Mathematics/Computer	2	Metal Work/Physics
		3	Woodwork/Mathematics

S/NO	HUMANITIES		
1	Geography/CRE	4	woodwork/Physics
2	History/CRE	5	Electricity/Mathematics
3	Geography/History	6	Electricity/Physics
4	Geography/IRE	7	Fine Art/History
5	History/IRE	8	Fine Art/Geography
6	History/P.E.	9	Art & Design/History
7	Geography/P.E.	10	Art & Design/Geography
8	Geography/Business Studies		

NB.

* Training of secondary school teachers should be guided at any one time by the existing syllabi and the course guidelines as provided by the Kenya Institute of Education

* Further guidance can be sought from the Quality Assurance arm of the Ministry of Education

2 7 NOV 2008

171

APPENDIX F   Tentative Timetable for Research

DATE	ACTIVITY
August-October 2015	Proposal compilation
December 2015	Proposal Defense
December 2015	Making corrections
February 2016	Pilot Study
September- November 2016	Data Collection
January 2017	Data coding &Analysis
February- April 2017	Dissertation Writing
June 2017	Dissertation Defense

APPENDIX G   Ethics Clearance

OFFICE OF THE DIRECTOR OF GRADUATE STUDIES AND RESEARCH

UNIVERSITY OF EASTERN AFRICA, BARATON

P. O. Box 2500-30100, Eldoret, Kenya, East Africa

9 January, 2016

Petronilla Ndungwa Mwangi
Department of Educ, Admin, Curr & Teaching
UEAB

Dear Petronilla

Re: ETHICS CLEARANCE FOR THESIS PROPOSAL (REC: UEAB/12/01 /2016)

Your thesis proposal entitled *"Correlates of commitment to career choice of pre-service education students in selected universities in Kenya"* was discussed by the Research Ethics Committee (REC) of the University and your request for ethics clearance was granted approval.

This approval is for one year effective 9 January 2016 until 9 January 2017. For any extension beyond this time period, you will need to apply to this committee one month prior to expiry date.

We wish you success in your research.

Sincerely yours,

Dr. Jackie Obey
Chairperson, Research Ethics Committee

A SEVENTH-DAY ADVENTIST INSTITUTION OF HIGHER LEARNING
CHARTERED 1991

**OFFICE OF THE DIRECTOR OF GRADUATE
STUDIES AND RESEARCH**

UNIVERSITY OF EASTERN AFRICA, BARATON
P. O. Box 2500, Eldoret, Kenya

21 January 2016

*Received
Kindly
Assist
Dr Kalei
4/2/16*

TO WHOM IT MAY CONCERN:

Re: PILOT STUDY OF RESEARCH INSTRUMENT

Mrs. Petronilla Ndungwa Mwangi is a graduate student pursuing the degree
Doctor of Philosophy in Education (Curriculum and Teaching) at the
University of Eastern Africa, Baraton. She is currently writing her thesis entitled
*Correlates of Commitment to Career Choice of Pre-service Education Students
in Selected Universities in Kenya.*

To establish the reliability of her research instrument, Mrs. Mwangi is conducting
a pilot study. Kindly allow her to administer the questionnaire to selected pre-
service education students in your university.

Any assistance you will grant her will be greatly appreciated. May God richly
bless you in all your undertakings.

Sincerely yours,

Prof. Elizabeth M. Role, PhD
Director

Cc: Chair, Department of Educational Administration, Curriculum and Teaching
       Office File

APPENDIX I   Request For Research Permit

**OFFICE OF THE DIRECTOR OF GRADUATE
STUDIES AND RESEARCH**

UNIVERSITY OF EASTERN AFRICA, BARATON

P. O. Box 2500, Eldoret, Kenya

16 March 2016

Ministry of Higher Education, Science and Technology
National Council for Science, Technology, and Innovation
P.O. Box 30623-00100
Nairobi

Dear Sir/Madam:

Mrs. Petronilla Ndungwa Mwangi is a graduate student pursuing the degree **Doctor of Philosophy in Education (Curriculum and Teaching)** at the University of Eastern Africa, Baraton. She is currently writing her thesis entitled *Correlates of Commitment to Career Choice of Pre-service Education Students in Selected Universities in Kenya.*

I am asking you to please allow her to conduct her research in selected public and private universities in Kenya. The research permit you will grant her will surely facilitate her data-gathering.

Any assistance you will grant her will be greatly appreciated. May God richly bless you in all your undertakings.

Sincerely yours,

Prof. Elizabeth M. Role, PhD
Director

Cc: Chair, Department of Educational Administration, Curriculum and Teaching
        Office File

A SEVENTH-DAY ADVENTIST INSTITUTION OF HIGHER LEARNING
CHARTERED 1991

APPENDIX J   Research Authorization

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref: No: **NACOSTI/P/16/83105/10020**

Date:
6ᵗʰ April, 2016

Petronilla Ndungwa Mwangi
University of Eastern Africa, Baraton
P.O. Box 2500-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Correlates of commitment to career choice of pre-service education students in selected Universities in Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending 2ⁿᵈ **April, 2017.**

You are advised to report to **the Vice Chancellors of selected Universities, the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

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

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The Vice Chancellors
Selected Universities.

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

APPENDIX K   Research Permit

THIS IS TO CERTIFY THAT:
MS. PETRONILLA NDUNGWA MWANGI
of UNIVERSITY OF EASTERN AFRICA,
BARATON, 0-30100 ELDORET,has been
permitted to conduct research in
Nairobi County

on the topic: *CORRELATES OF
COMMITMENT TO CAREER CHOICE OF
PRE-SERVICE EDUCATION STUDENTS IN
SELECTED UNIVERSITIES IN KENYA*

for the period ending:
2nd April,2017

Permit No : NACOSTI/P/16/83105/10020
Date Of Issue : 6th April,2016
Fee Recieved :ksh 2000

Applicant's
Signature

Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

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

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A

CONDITIONS: see back page

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref: No.   **NACOSTI/P/16/83105/10020**

Date:
                                            6th **April, 2016**

Petronilla Ndungwa Mwangi
University of Eastern Africa, Baraton
P.O. Box 2500-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Correlates of commitment to career choice of pre-service education students in selected Universities in Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending 2nd **April, 2017.**

You are advised to report to **the Vice Chancellors of selected Universities, the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

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

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The Vice Chancellors
Selected Universities.

The County Commissioner
Nairobi County.

COUNTY COMMISSIONER
NAIROBI COUNTY
P. O. Box 30124-00100, NBI
TEL: 341666

The County Director of Education
Nairobi County.

MINISTY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi
Telephone: Nairobi 020 2453699
Email: rcenairobi@gmail.com
    cdenairobi@gmail.com

When replying please quote

COUNTY DIRECTOR OF EDUCATION
NAIROBI COUNTY
NYAYO HOUSE
P.O. Box 74629 - 00200
NAIROBI

Ref: **RCE/NRB/GEN/1/VOL. 1**

DATE: **2nd May, 2016**

Petonilla Ndungwa Mwangi
University of Eastern Africa Baraton
P O Box 2500-30100
ELDORET

RE: **RESEARCH AUTHORIZATION**

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on "**Correlates of commitment to career choice of pre-service education students in selected Universities in Kenya).**"

This office has no objection and authority is hereby granted for a period ending **26th November, 2016** as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to visit.

MAINA NGURU
FOR: COUNTY DIRECTOR OF EDUCATION
NAIROBI COUNTY

C.C

Director General/CEO
Nation Commission for Science, Technology and Innovation
NAIROBI

UNIVERSITY OF EASTERN AFRICA, BARATON

P. O. Box 2500 - 30100 ELDORET, KENYA, EAST AFRICA

TELEPHONE: 254 - 53 - 52625
KAPSABET

FAX: 254 - 53 - 52263

July 12, 2016

Mrs Petronilla Mwangi
Department of Educational Administration,
Curriculum & Teaching
UEAB

Dear Mrs Mwangi,

RE: THREE MONTHS STUDY LEAVE WITH PAY

This is to inform you that the University Administrative Board on June 17, 2016 voted to grant your request for three months Study Leave with Pay with effect from September 15, 2016 to enable you to gather and analyze data for your doctoral thesis.

We pray that God will grant you the knowledge and understanding you need to enable you to fulfill your plans.

Yours sincerely,

Prof Korso Gude
Deputy Vice-Chancellor, Academics

xc   Vice-Chancellor
      Business Manager
      Human Resource Manager
      Dean, School of Education
      Chair, Department of Educational Administration, Curriculum & Teaching
      Chief Accountant
      Payroll Accountant

**A SEVENTH-DAY ADVENTIST INSTITUTION OF HIGHER LEARNING
CHARTERED 1991**

APPENDIX L   Other Correspondences

**OFFICE OF THE DIRECTOR OF GRADUATE
STUDIES AND RESEARCH**

UNIVERSITY OF EASTERN AFRICA, BARATON
P. O. Box 2500, Eldoret, Kenya

15 April 2016

The Deputy Vice Chancellor - Academics
Moi University
P. O. Box 3900-30100
Eldoret, Kenya

Re: REQUEST FOR PERMISSION TO GATHER RESEARCH DATA

Mrs. Petronilla Ndungwa Mwangi is a graduate student pursuing the degree **Doctor of Philosophy in   Education (Curriculum and Teaching)** at the University of Eastern Africa, Baraton.   She is currently writing her doctoral thesis entitled *Correlates of Commitment to Career Choice of Pre-Service Education Students in Selected Universities in Kenya.*

I am requesting your facilitation for her to gather data from the third and fourth year pre-service education students in your university.   She will gather her research data within the months of April and May, 2016.

Any assistance you will grant her will be greatly appreciated.   May God richly bless you in all your undertakings.

Sincerely yours,

Prof. Elizabeth M. Role, PhD
Director

Cc: Chair, Department of Educational Administration, Curriculum and Teaching
        Office File

MOI UNIVERSITY

OFFICE OF THE DEPUTY VICE CHANCELLOR
ACADEMICS, RESEARCH AND EXTENSION

Tel: (053) 43355
(053) 43620
Fax: (053) 43412
Email: dvc_are@mu.ac.ke or dvcresearchmu@gmail.com

P.O. Box 3900
Eldoret - 30100
Kenya

REF: MU/DVC/REP/27B

DATE: 13th May, 2016

TO WHOM IT MAY CONCERN

RE: PERMISSION TO CARRY OUT RESEARCH – PETRONILLA NDUNGWA MWANGI

The above subject matter refers.

Ms. Petronillah Ndungwa Mwangi who is a Student at University of Eastern Africa, Baraton has applied for authority to conduct research within Moi University. We would be grateful if she is permitted to conduct her research on *"Correlates of Commitment to Career Choice of Pre-Service Education Students in Selected Universities in Kenya."*

By a copy of this letter authority is hereby granted to her to conduct the research.

After the completion of the research, a complete report both on hard and soft copy will be handed over to the office of Deputy Vice-Chancellor, Academics, Research & Extension.

Any assistance accorded to her will be highly appreciated.

Thank you.

Yours faithfully,

PROF. I. N. KIMENGI, Ph.D.
AG. DEPUTY VICE-CHANCELLOR
(ACADEMICS, RESEARCH & EXTENSION)

INK/ac

183

OFFICE OF THE DIRECTOR OF GRADUATE STUDIES AND RESEARCH

UNIVERSITY OF EASTERN AFRICA, BARATON
P. O. Box 2500, Eldoret, Kenya

15 April 2016

The Director
Research, Publications, Consultancy, and Postgraduate Bureau
Daystar University
P. O. Box 44400-00100
Nairobi, Kenya

Re: REQUEST FOR PERMISSION TO GATHER RESEARCH DATA

Mrs. Petronilla Ndungwa Mwangi is a graduate student pursuing the degree **Doctor of Philosophy in Education (Curriculum and Teaching)** at the University of Eastern Africa, Baraton. She is currently writing her doctoral thesis entitled *Correlates of Commitment to Career Choice of Pre-Service Education Students in Selected Universities in Kenya.*

I am requesting your facilitation for her to gather data from the third and fourth year pre-service education students in your university. She will gather her research data within the months of April and May, 2016.

Any assistance you will grant her will be greatly appreciated. May God richly bless you in all your undertakings.

Sincerely yours,

Prof. Elizabeth M. Role, PhD
Director

Cc: Chair, Department of Educational Administration, Curriculum and Teaching
        Office File

26th May, 2016

Petronilla Ndungwa Mwangi
University of Eastern Africa, Baraton
P.O. Box 2500 - 30100
Eldoret

Dear Petronilla,

Re: Research on Correlates of Commitment to Career Choice of Pre-service Education in Selected Universities in Kenya

Your letter dated 15th April 2016 on the above subject refers. I give consent for you to approach the necessary respondents to participate in the research project entitled 'Correlates of Commitment to Career Choice of Pre-service Education in Selected Universities in Kenya'. I have read the project information statement explaining the purpose of the research project and understand that:

1. The role of the university is voluntary
2. The undersigned may decide to withdraw university's participation at any time without penalty
3. The specific respondents/staff will be invited to participate and that permission will be sought from them
4. Only those who consent will participate in the project
5. All information obtained will be treated in strictest confidence
6. The participants' names will not be used and individual participants will not be identifiable in any written reports about the study
7. The university will not be identifiable in any written reports about the study
8. Participants may withdraw from the study at any time without penalty
9. A report of the findings will be made available to the university

Sincerely,

Date: 26 May 2016

Prof. James Kombo
Deputy Vice-Chancellor Academic Affairs

185

OFFICE OF THE DIRECTOR OF GRADUATE STUDIES AND RESEARCH

UNIVERSITY OF EASTERN AFRICA, BARATON
P. O. Box 2500, Eldoret, Kenya

15 April 2016

The Director of Research
Catholic University of Eastern Africa
P. O. Box 62157-00200
Nairobi, Kenya

Re: REQUEST FOR PERMISSION TO GATHER RESEARCH DATA

Mrs. Petronilla Ndungwa Mwangi is a graduate student pursuing the degree **Doctor of Philosophy in   Education (Curriculum and Teaching)** at the University of Eastern Africa, Baraton. She is currently writing her doctoral thesis entitled *Correlates of Commitment to Career Choice of Pre-Service Education Students in Selected Universities in Kenya.*

I am requesting your facilitation for her to gather data from the third and fourth year pre-service education students in your university. She will gather her research data within the months of April and May, 2016.

Any assistance you will grant her will be greatly appreciated. May God richly bless you in all your undertakings.

Sincerely yours,

Prof. Elizabeth M. Role, PhD
Director

Cc: Chair, Department of Educational Administration, Curriculum and Teaching
       Office File

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186

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Office of the Deputy Vice Chancellor
ACADEMIC AFFAIRS AND RESEARCH

Our Ref: DVC/ACAD&RE/115/2016

Date: May 25, 2016

Mrs. Petronilla Ndugwa Mwangi
University of Eastern Africa, Baraton
P.O. Box 2500
ELDORET

Dear Petronilla,

Ref: Request to conduct Research in CUEA

I acknowledge receipt of letter requesting for authorization to do research.

I am glad to inform you that permission is granted to conduct research on the topic
*"Correlates of Commitment to Career Choice of Pre-Service Education students in
Selected Universities in Kenya"*, at The Catholic University of Eastern Africa, provided
you observe the normal ethical cautions and discretions.

I wish you well with your study and I look forward to sharing your findings with the
Catholic University of Eastern Africa.

Sincerely yours,

Prof. Kaku Sagary Nokoe
Deputy Vice-Chancellor (Academic Affairs & Research)

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Office of the Deputy Vice Chancellor
ACADEMIC AFFAIRS AND RESEARCH

Our Ref: DVC/ACA/GR3/115/2016

Date: May 25, 2016

Mrs. Petronilla Mongwa Mwangi
University of Eastern Africa, Baraton
P.O. Box 2500
ELDORET

Dear Petronilla,

Ref: Request to conduct Research in CUEA

I acknowledge receipt of letter requesting for authorisation to do research.

I am glad to inform you that permission is granted to conduct research on the topic *"Correlates of Commitment to Career Choice of Pre-Service Education students in Selected Universities in Kenya"*, at The Catholic University of Eastern Africa, provided you observe the normal ethical cautions and discretions.

I wish you well with your study and I look forward to sharing your findings with the Catholic University of Eastern Africa.

Sincerely yours,

Prof. Kaku Sagary Nokoe
Deputy Vice-Chancellor (Academic Affairs & Research)

Handwritten note:

Attn. Dr. Florentina Ndeke

Kindly assist the bearer of this letter to access the 3rd and 4th year students to assist in the filling of the questionnaire.

Thanks,

10/10/2016

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 00, 00 Nairobi - KENYA
Tel. 020-2723381 1-5, 8890032-4, Fax: 8891084, Email: academic@cuea.edu, Website www.cuea.edu
Founded in 1984 by AMECEA (Association of the Member Episcopal Conference in Eastern Africa)

OFFICE OF THE DIRECTOR OF GRADUATE
STUDIES AND RESEARCH

UNIVERSITY OF EASTERN AFRICA, BARATON
P.O. BOX 2500, Eldoret Kenya

June 13, 2016

The Deputy Vice - Chancellor
Research, Innovation and Outreach
Kenyatta University
P.O. Box 43844-00100
NAIROBI, Kenya.

RE: REQUEST FOR PERMISSION TO GATHER RESEARCH DATA

Mrs. Petronilla Ndungwa Mwangi is a graduate student pursuing the degree **Doctor of Philosophy in Education (Curriculum and Teaching)** at the University of Eastern Africa, Baraton. She is currently writing her doctoral thesis entitled *Correlates of Commitment to Career Choice of Pre-Service Education Students in Selected Universities in Kenya.*

I am requesting your facilitation for her to gather data from the third and fourth year pre-service education students in your university. She will gather her research data within the months of June and July, 2016.

Any assistance you will grant her will be greatly appreciated. May God richly bless you in all your undertakings.

Sincerely yours,

Prof. Elizabeth M Role, PhD
DIRECTOR

Cc: Chair, Department of Educational Administration, Curriculum and Teaching
        Office File

189

KENYATTA UNIVERSITY

OFFICE OF DEPUTY VICE-CHANCELLOR, RESEARCH, INNOVATION AND OUTREACH

Ref: KU/DVCR/RCR/VOL.3/11

Ms. P. N. Mwangi,
University of Eastern Africa
P. O. Box 2500 - 30100
BARATON

P. O. Box 43844 - 00100
Nairobi, Kenya
Tel. 254-20-810901 Ext. 026
E-mail: dvc-rio@ku.ac.ke

21st October, 2016

Dear Ms. Mwangi,

RE: PERMISSION TO COLLECT RESEARCH DATA AT KENYATTA
    UNIVERSITY

This is in reference to your letter dated 14th October, 2016 requesting that authorization be granted to you to collect research data at Kenyatta University on the topic: *Correlates of Commitment to Career Choice of Pre-Service Education Students in Selected Universities in Kenya* towards a PhD degree of the University of Eastern Africa.

I am happy to inform you that the Vice-Chancellor has approved your request to collect data. It has been noted that you will collect data from 3rd & 4th year education students.

The University requires that, upon completion of your thesis/project, you submit a bound hard copy to the Deputy Vice-Chancellor, Research who shall forward it to the University Library. Kindly therefore complete Form RI 03 and return it to my office prior to the collection of data.

Yours Sincerely,

Prof. F. Q. Gravenir
Deputy Vice-Chancellor
Research, Innovation & Outreach
cc. Vice-Chancellor
    Dean, School of Education

OFFICE OF THE DIRECTOR OF GRADUATE
STUDIES AND RESEARCH

UNIVERSITY OF EASTERN AFRICA, BARATON

P.O. BOX 2500, Eldoret Kenya

June 13, 2016

The Deputy Vice - Chancellor
Research, Production and Extension
University of Nairobi
P.O. Box 30197-00100
NAIROBI, Kenya.

RE: REQUEST FOR PERMISSION TO GATHER RESEARCH DATA

Mrs. Petronilla Ndungwa Mwangi is a graduate student pursuing the degree **Doctor of Philosophy in Education (Curriculum and Teaching)** at the University of Eastern Africa, Baraton. She is currently writing her doctoral thesis entitled *Correlates of Commitment to Career Choice of Pre-Service Education Students in Selected Universities in Kenya.*

I am requesting your facilitation for her to gather data from the third and fourth year pre-service education students in your university. She will gather her research data within the months of June and July, 2016.

Any assistance you will grant her will be greatly appreciated. May God richly bless you in all your undertakings.

Sincerely yours,

Prof. Elizabeth M Role, PhD
DIRECTOR

Cc: Chair, Department of Educational Administration. Curriculum and Teaching
       Office File

University of Eastern Africa, Baraton
P.O. Box 2500
ELDORET

June 10, 2016

The Deputy Vice-Chancellor
Research, Production and Extension
University of Nairobi
P.O Box 30197 - 00100
NAIROBI, Kenya

Through: The Deputy Vice Chancellor Research, Innovation and Outreach

Dear Sir/ Madam

RE: REQUEST FOR PERMISSION TO COLLECT DATA

I am a graduate student pursuing a PhD in Education (Curriculum and Teaching) at the University of Eastern Africa, Baraton. I am currently writing my doctoral thesis entitled *"Correlates of Commitment to Career Choice of Pre-service Education Students in Selected Universities in Kenya"*

I am kindly requesting for permission to collect data in your institution being a leading institution of higher learning in teacher education. I would like to data from your third and fourth year pre-service education students during the months of June and July, 2016.

Your favorable consideration will be highly appreciated.

Yours faithfully,

Petronilla Ndungwa Mwangi
Email: pettmwangi2015@gmail.com, pettmwa@yahoo.co.in
Cell: 0715335057

UNIVERSITY OF NAIROBI
OFFICE OF THE DEPUTY VICE - CHANCELLOR
(Research, Production & Extension)
Prof. Lucy W. Irungu B.Sc., M.Sc., Ph.D.

P.O. Box 30197-GPO,
00100,Nairobi-Kenya
Telephone: +254-20-2315416 (DI), 318262

Fax:0202317251
Email:dvcrpe@uonbi.ac.ke

UON/RPE/3/5/Vol.XVII

October 12, 2016

Petronilla Ndungwa Mwangi
University of Eastern Africa, Baraton
P.O. Box 2500-30100
ELDORET

Dear Ndungwa,

AUTHORITY TO COLLECT DATA   AT THE UNIVERSITY OF NAIROBI- SCHOOL OF EDUCATION

I refer to your request dated October 11, 2016 to collect data at the University of Nairobi for your PhD Degree entitled: *"Correlates of Commitment to Career Choice of Pre-Service Education Students in Selected Universities in Kenya."*

I write to inform you that your request has been approved.

You are however required to share the findings of your study with the University of Nairobi by depositing a copy of your research findings with the Director, Library and Information Services on completion of your study.
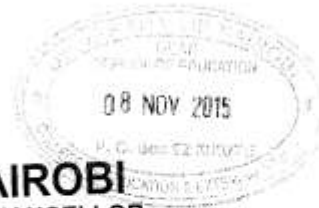
LUCY W. IRUNGU
DEPUTY VICE-CHANCELLOR
(RESEARCH, PRODUCTION AND EXTENSION)
&
PROFESSOR OF ENTOMOLOGY

Copy to: Vice-Chancellor
DVC, A&F
DVC, AA
DVC, SA
Principal, CEES
Dean, School of Education
Director, Library & Information Services
Registrar Administration

ISO 9001:2008 CERTIFIED

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UNIVERSITY OF NAIROBI
OFFICE OF THE DEPUTY VICE - CHANCELLOR
(Research, Production & Extension)
Prof. Lucy W. Irungu B.Sc., M.Sc., Ph.D.

Fax:0202517251
Email:dverpe@uonbi.ac.ke

P.O. Box 30197-GPO.
00100,Nairobi-Kenya
Telephone: +254-20-2315416 (DI), 318262

UON/RPE/3/5/Vol.XVII

October 12, 2016

Petronilla Ndungwa Mwangi
University of Eastern Africa, Baraton
P.O. Box 2500-30100
ELDORET

Dear Ndungwa,

AUTHORITY TO COLLECT DATA   AT THE UNIVERSITY OF NAIROBI- SCHOOL OF EDUCATION

I refer to your request dated October 11, 2016 to collect data at the University of Nairobi for your PhD Degree entitled: *"Correlates of Commitment to Career Choice of Pre-Service Education Students in Selected Universities in Kenya."*

I write to inform you that your request has been approved.

You are however required to share the findings of your study with the University of Nairobi by depositing a copy of your research findings with the Director, Library and Information Services on completion of your study.

LUCY W. IRUNGU
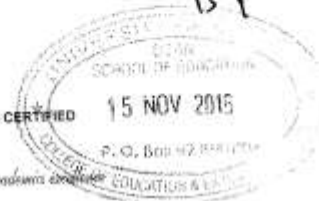**DEPUTY VICE-CHANCELLOR**
(RESEARCH, PRODUCTION AND EXTENSION)
&
PROFESSOR OF ENTOMOLOGY

Copy to: Vice-Chancellor
             DVC, A&F
             DVC, AA
             DVC, SA
             Principal, CEES
             Dean, School of Education
             Director, Library & Information Services
             Registrar Administration

ISO 9001:2008 CERTIFIED   15 NOV 2016

APPENDIX M   Curriculum Vitae

PERSONAL INFORMATION

Name: Petronilla Ndungwa Mwangi
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                                Box 2500 – 30100
                                Eldoret
Cell: +254733460664/+254715335057
E-mail: pettmwa@yahoo.com / pettmwangi2015@gmail.com
Sex: Female
Nationality: Kenyan
Religion   Christian
Denomination Seventh day Adventist

EDUCATION BACKGROUND

2009 – Present   PhD Candidate in Education (Curriculum and teaching)
                                University of Eastern Africa Baraton

2003 – 2004   Masters of Education (Curriculum and Teaching)
                                University of Eastern Africa, Baraton
                                Thesis Title: The Role of Examination in Promotion, Retention
                                and Elimination of Students. A case study of Kapsabet Division
                                of Nandi North Secondary Schools

2002 – 2003   Post Graduate Diploma in Education
                                University of Eastern Africa, Baraton

1987 – 1994   Bachelors of Science in Home Economics
                                University of Eastern Africa, Baraton

1985 – 1986   Kenya Advanced Certificate of Education (K.A.C.E) - Mbooni
                                High School-Subjects taken: Christian Religious Education,
                                Geography, Fasihi ya Kiswahili and General Paper)
1980 – 1984   Kenya Certificate of Secondary Education (K.C.S.E)
                                Mbooni High School
1973- 1979   Musoa Seventh day Adventist Primary School

WORK EXPERIENCES

2007- Present: Lecturer, Department of Educational Administration Curriculum and
                Teaching, University of Eastern Africa, Baraton.
2005-2007:   Assistant Lecturer, Department of, Family and Consumer Science
                University of Eastern Africa Baraton
2000- 2004:   Lab Assistant, Department of, Family and Consumer Science
                University of Eastern Africa Baraton.
1996- 2000:   Care Assistant, Woodley Nursing Home, Reading, England.

1994 – 1996:   Lab Assistant – Department of Home Economics, University of
                Eastern Africa, Baraton

1987   Secretariat – Kenya National Examinations Council

ADMINISTRATIVE RESPONSIBILITIES

August- November 2008   Acting Chairperson Department of Educational
                            Administration, Curriculum and Teaching

2006 – Present   Chairperson – Pre-University Department
                            University of Eastern Africa, Baraton

2005 – 2008   A Board Member and PTA Committee Member
                            Baraton International School.

CONFERENCES, WORKSHOPS AND SEMINARS

- Integration of Faith and Learning Seminar, University of Eastern Africa, Baraton, February, 2017

- Biblical Foundations Teachers Conference- December 12 to 18, 2013,Muhanga:Rwanda

- Integration of Faith and Learning, University of Eastern Africa Baraton, 28th & 29th April, 2012.

- Kabarak University 1st Annual International Conference on 12th – 14th October, 2011.
- Participated in a seminar on Issues on Tests, Measurement and Evaluation of Student Academic Performance 21st June, 2011.

- Case Study Writing Workshop Safari Park Hotel 30th August, 2010.
- East Central Africa Division Teachers Convention, August 27-30, 2008 at the University of Eastern Africa Baraton.

- Presented a Paper on Child Development at a Women Ministries seminar organized by UEAB English Church from 2nd to 8th December, 2007.
- Writers Seminar, at East-Central Africa Division, Publishing Ministries Department. March 27th – 29th, 2007.

- General Principles and Methods of Teaching in a School Setting seminar organized by the School of Education in March, 2007.

- Workshop on Integration of Faith and Learning organized by the Department of Administration, Curriculum and Teaching 6th to 10th February 2006.

- Improving University Teaching and Learning, organized by the School of Education on 16th and 17th October, 2005.

- Attended the 1st Baraton Annual Research symposium on Challenges of Universities in Development February, 2004.

Papers Presented

- The Adventist Teachers Versus a Student in an Adventist Institution of Learning, presented at the Integration of Faith and Learning seminar, University of Eastern Africa, Baraton, February 19, 2017.

- The importance of Career Choice and the Factors to be put into Consideration when Guiding Students, a paper presented at the 3RD Baraton International Interdisciplinary conference, April, 2016.

- Integration of Faith and Learning, a paper presented at the Kabarak University 1st Annual International Conference on 12th – 14th October, 2011.

Thesis Supervision 2012-2013 – Gerald Nyangwara Orina, Thesis Title: The Influence of Kenyan Education Staff Institute on Supervisory Management of Public Secondary Schools in Pokot Central District, West County, Kenya. University of Eastern Africa, Baraton.

LOCAL CHURCH RESPONSIBILITIES

2003- 2014   Lower Division Sabbath School Teacher
2010   Treasurer Pathfinder Club
2009   Sponsor Adventurers Club
2007- 2013   Deaconess

HOBBIES
Knitting, Crocheting, Cooking, Quilting and Reading

LANGUAGE SKILLS
Can communicate fluently in English, Kiswahili and Kamba

REFEREES
Prof. Elizabeth Role
Director of Graduate Studies and Research
University of Eastern Africa, Baraton
P.O. Box 2500 – 30100 Eldoret
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Prof. Lazarus Ndiku Makewa, PhD
Professor of Educational Communication and Technology
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P.O. Box 619 - 00204 - Athi River - Kenya
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