

Impacts of Career Aspirations on the Choice of History in Secondary Schools in Hamisi Sub Count, Vihiga County Kenya

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ABSTRACT

The study focused on the choice of History and Government which is offered in Kenyan secondary schools. Successive Kenya National Examination Council and Teachers Service Commission report has shown a decline in History performance, more so the general enrolment of History in secondary school and Universities was low compared to enrolment in other subjects. The underlying attributes and its management had not been adequately determined. The purpose of the study was to investigate the impact of career aspirations on the choice of history and govt in hamisi sub county vihiga county Kenya the study was guided by the following objectives; how homebased factors, school based factors and socio economic factors influenced the choice of history in hamisi sub county Kenya. The study operated on the context of fishbein and icek theory of planned behaviour. The population of study comprised learners and teachers of history in Vihiga County. There are 46 secondary schools with 36 teachers of history and 3246 form two learners. 10% were selected using simple random sampling, purposive sampling and stratified sampling that's 15 secondary schools ,15 teachers and 150 learners out of 1,522 form two learners from 15 selected schools, chosen on the basis of extra county, county and sub county schools. The instruments used in the study were verified to determine the validity through seeking advice from the supervisors and reliability through test retest method by piloting in three selected schools comprising 10 learners in Nyanza region. Quantitative data collected was analyzed by use of descriptive statistics and presented with aid of tables, percentages and graphs while qualitative data was analyzed thematically where emerging themes were verified then presented using verbatim quotes, narratives and analyzed reports. The study utilized descriptive survey study design. Quantitative data was collected using closed ended questionnaires for sample population, while qualitative data was collected using open ended questionnaires, interview guide and observation schedule. The three tools constituted a useful form of triangulation.53.7% of the learners accepted that career aspirations influenced choice of subjects specifically homebased factors, school based factors and socio economic factors. Teachers should take an initiative to sensitize the learners that all subjects contribute to different training careers.

KEYWORDS

career aspirations, socio economic factors, school based factors and homebased factors

I. INTRODUCTION

A. Background of the Study

The choice of History and government as a subject has been declining according to Kiio (2013). Various factors have been attributed to this decline, which has affected not only enrolment but also shortage of History Teachers in Secondary Schools as acknowledged by the Teachers Service Commission Report of 2015 on staffing in schools. This shortage more

so has led to the decline in the performance although fluctuating of History as a subject nationwide as reported by the Daily Nation Newspaper of Friday March 4th 2016.

Probable attributes leading to this poor performance and decline in the enrolment has been cited as career aspirations among learners.

History and government was a panorama of character in action in every conceivable situation because it widens indefinitely the circle of our acquaintances, provides abundant material for the analysis of motives, gives opportunities for cultivating restraint, tolerance and clarity in the judgment of unpleasant situations. The above provides a strong case for the study of History in Kenyan secondary schools and a possibility of being made a compulsory subject. The major objective of history apart from fulfilling self-desires was for self-fulfilment.

The objectives given above act as an important guide to the teachers as it provides a clear pathway on the goal of education that it was not only profitable but was equated to any other form of investment (Blough, 1970). The importance of the subject has since seen its prominence after independence as the Kenya Commission of Education (1964) commonly referred to as the Ominde report, saw History and government not just an object of human curiosity, but a source of emotional security that gave maturity, stability and self-confidence. Ibid, observed that under the colonial leadership system, specifically Christian missions, much that was good in our African indigenous cultures was lost or buried. Similarly, the Report of National Committee on Educational Objectives and Policies, (1976) commonly referred to as Gachathi report concurred with Ominde report by observing that the value of African traditions guides the development of our society and that a society that cannot define, uphold and teach its values would inevitably be subject to invasion by other values. Gachathi, (1976) passed a recommendation commonly known as recommendation 142, which emphasized the teaching of cultural subjects giving emphasis to local culture and history hence exposed the learners to the best of other traditions.

Ayot, (1979) study in Kenya explained generally that, history was the memory of human experience which when ignored and forgotten the following would happen; we would cease to realize our responsibility, not be able to know who we are, who our relatives are, where we came from and how we came to be what we are today. This would bring about darkness in our own identity. Even with the above contributions and views provided on History and government. The presidential working party on the establishment of second University in Kenya commonly known as the Mackay report, (1981) recommended for a practical and vocational approach of the curriculum. As a result of the report, attention was drawn towards vocational subjects in terms of choice, preference, provision of facilities and staff. This meant that very little attention was paid to the humanities, history and government inclusive. What was realized was a shift from non-vocational to vocational subjects changing the perception of parents, teachers and learners towards non- vocational subjects in the curriculum. Consequently, the government investment towards building up both human and non-human resources on vocational subjects followed.

A similar scenario was experienced elsewhere in the world where Bilyth, (1988) in Britain found out that the emphasis on technical and vocational training in high schools adversely influenced the popularity of History which made him pass a candid comment that, "Are we better without knowledge of our own and other peoples the past for us to look at the future

with confidence?’ Learners need the past and teachers need to show them how it can be used and build upon by the future....”

It is from the popularization of vocational subjects that the woes that affected History as a subject began with it facing stiff competition from other subjects especially the natural sciences. Rooze and forester, (1972) and Slater, (1973) in their study in USA observed that History was a unique subject in the entire school curriculum because it was the only social science without stated boundaries and was predominantly concerned itself with evidence of the behavior. Secondly, it was the only social science that used chronology to a great extent and that history content was near at hand and could be illustrated by incidence in the child's community and the state.

Due to these unique characteristics of the subject a number of learners, parents and general public failed to accommodate this terming it useless, difficult and boring. Not forgetting the teachers who similarly complain about the syllabus which was very wide with difficult bits of content. To a greater extent this has influenced or implanted perceptions in both the teachers' and the learners' minds. Ragan and Macular, (1973) in their study in Britain argued that when learners were asked to indicate their preference among elementary subjects they generally gave History a low rating. Lee, (1991) & strong (1994) in their study in Britain affirmed that History was a difficult subject in the school curriculum, and it did not take place in a flash at 18 or 25 years. If this was true, then learners held different perceptions towards the subject in terms of choice and job market.

In regards to the Kenyan case, Kiio (2013) study showed similar perception and which has resulted to the general decline on enrollment. Further a shortage of History and Government teachers in secondary schools has made the situation worse as acknowledged by Teacher Service Commission report of 2015 on staffing in schools. The ripple effect of this has ultimately led to the decline in the performance of History and government nationally (Nation Newspaper of Friday March 4th 2016).

KNEC (2008) Observed that the candidate's enrolment for History between the years. 2011-2016

Table 1: The candidate's overall enrolment in History over a period of six years

YEAR	2011	2012	2013	2014	2015	2016
History	83,019	86,720	87,076	87,987	81,945	84,848

Source: KNEC Performance Report 2011-2016

According to Kiio, (1999) History was not a popular subject amongst the learners today in some schools worldwide because it didn't give the learners job security. The scenario in Hamisi subcounty was not better, students faced problems in their subject choice as they joined form three. This was echoed by Eshiwani (1992) who saw a serious exodus of the learners from History to other school subjects that guaranteed job security. This indicated that the learners had already developed different perception towards the subject. The strong bias towards science had pushed History and government to a corner; hence it was not given prominence by policy makers and employers. Therefore, many learners were unlikely to be interested in studying the subject because it did not offer job security. Osoro (2013)

in his study in Mosoch Division Kisii County reiterated the same observation. Has seen less teachers with more workload. The possibility of this was an effect on quality of instruction hence affecting the delivery of the curriculum eventually contributing to the decline in the performance. Kariuki, (2006) asserted that learners were encouraged to take up the science oriented subjects in order to get better professional careers in future and other celebrity jobs such as engineering, architecture, medicine and business administration which were in every learner dream. According to Universities (kuccps) report of 2012. In support of this, the researcher used 32 hamisi sub county against 28 trained history teachers.

Table 1: Overall Learners Declining Enrolment in History and Government in Vihiga County Based on Research Done in 15 Sampled Schools

YEAR	2011	2012	2013	2014	2015	2016
History	1820	1814	1789	1786	1784	1672

II. RESEARCH OBJECTIVES

The main research objective was to determine the impacts of career aspirations on the choice of history among learners in secondary schools in hamisi sub county.

A. Research Questions

- how homebased factors influenced the choice of History and government in secondary schools in hamisi sub county
- how school based factors influenced the learner's choice of History and Government in secondary schools in hamisi sub County?
- What influence does socio economic factors had on the choice of History among secondary school learners in hamisi sub county?

B. Related literature

Literature review should be in line with study objectives, variables, purpose, hypothesis and research questions. This chapter examined pertinent literature related to this study, it was organized under the following section: how career aspiration influenced the choice of History, specifically how school based factors, homebased factors and socio economic factors impacted choice. The literature reviewed formed the basis of the study. It established and made a case for the purpose and the importance of this study that was to fill the gaps left by the previous research. It also guided the methodology and the data analysis (Cooper 1984: Marshal and Rossman 2006).

History was a practical subject which provided lessons to any societies. Various factors have influenced its choice at the secondary school but lately the choice of the subject among secondary learners was not favourable. In the view of Wang'ombe (1985) History as a subject was very important because one could easily tell what was expected as a consequence of event in time to come. More so the type of knowledge that trained a sociological eye in to future was very useful to any nation's leadership in the formulation of goals of the people. Ayot (1979) said that moving historical force could be used to predict the future and better the life of mankind. History was offered at the secondary school as an elective subject. In some schools this was done on stream basis where by those joining a particular stream which offers it become it candidates automatically however in some schools the subject is offered as a compulsory one in form one and two but when learners graduate to the next grade, there are given freedom to choose any of the subject in the particular cluster, on joining form three learners in Kenyan secondary schools are usually presented with an option of taking History or drop it, few learner seem to have genuine reasons for either choosing it or dropping it. On global stage History and Government has been accorded a lot of importance i.e. in the USA, China and India the subject was included in their curriculums worldwide. Locally, the subject used to be compulsory however in 1985 a taskforce formed by the ministry of Education drifted the subject from being compulsory to elective owing to the dynamic nature of the society and its demanding status as per the report by the Presidential Education Taskforce of (1985). recommended that history was an important discipline because it plays a key role in the development of society. Knowledge of the past was critical to the understanding of the present and to planning for the future. It was through the study of the subject that the youth of a nation acquire knowledge about the past and the present so as to develop positive attitudes about the future. Thus, learners are able to recognize the relationship between the events of today and the world of tomorrow. According to Kochar (1994), one such challenge was the accumulation of facts with little significance attached to these facts in respect to the learner. The History teacher was faced with a challenge of linking knowledge in history to character formation and socialization of the learners (ibid.).

Tonne, Popham & freeman (1998) have emphasized the failure by History and government teachers to master communication and consider the target group in their teaching of the subject. The more homogeneous and target group (class), the more participative the group would be. If the group is heterogeneous, the teacher may have to use less participative methods and lean more on formal teaching methods (ibid.). Eshiwani (1992), in a research on quality of secondary education in Kenya, has noted the challenges associated with the teaching of subjects (like History), which are perceived by many learners as having little

hope for the future of learners since it was not a mandatory subject to courses like medicine, engineering, computer science among others this affected choice of history in Hamisi sub county. The researcher therefore concluded that it was difficult to convince learners that History was essential to their future career development. The History and government teachers thus find it hard to convince learners that the subject was a prerequisite for entry to highly ranked professional courses. According to the 1988 Presidential Working Party Sessional Paper No. 80 (Republic of Kenya, 1988) on the guiding philosophy on education, the Key principles of the education system was to provide skills for effective economic development and foster attitudes for self-employment and other objectives espoused under the national goals of education which History doesn't guarantee.

III. CAREER ASPIRATIONS OF HISTORY LEARNERS.

Several factors influenced how learners chose careers to pursue in future lest to mention these factors include; job market and peer pressure which influence how learners choose subjects, History inclusive, as such many learners in Kenya and the world as a whole go through school with wrong career notions. The 'celebrity jobs' of Engineering, Law, Architecture, medicine and Bachelor of commerce are in learner's dream (Kariuki, 2006). According to him in Wednesday standard paper of October 18th 2006, "career is a job that allows one to go through self-discovery, expression and assertion. The sooner learners understand the better because they would stop going through life like rudderless ships".

Today Career aspirations has become a complex science with advent of information technology and the beginning of post-industrial revolution. More so today one has not only to make due career planning but also undertake exhaustive career research before making a career choice so as to adjust with the evolving social economic condition and the labour market (Wattle 2009). To most learners choosing a career is a process of trial and error involving tentative appraisal of a variety of options over several years while growing up. Each individual under taking the process is influenced by several factors in which they live, their personal aptitudes, social contacts and education attainments (Bandura, Babaranelli, Caprara and Pastorelieti 2001) the world is currently facing challenges in the economy such as the rise in basic costs and inflation. In the face of such challenges career decisions cannot be left to chance. Building career is no longer about finding the right job and keeping it but is about making continual career aspirations in response to the rapidly changing labor markets (Kimberly 2009) this trend has affected enrolment and overall teaching such that today the teaching of History in Kenya secondary school is not considered as important as the teaching of science oriented subjects. learners are encouraged to take up science oriented subjects in order to get better professional career in future. According to Twalib (2014) learner needs to embrace science and mathematics subjects in order to play a part in industrialization sector vision 2030. Eshiwani (1992) notes that the challenges associated with History and government as subject were that it was perceived by learners as having minimal contribution to their job market. Achola & Pillai (2001) observes that most secondary schools in Kenya, parents and public leaders emphasized passing of examination and specifically mathematics and science oriented subject at the expense of other subjects

like art oriented subjects History and government inclusive. Its usefulness cut across society in terms of promotion development socially, economically and politically. It is essential in development of international consciousness and enhances appreciation of culture of people of different societies. It was a career subject as it was a pre-requisite to joining professions like Law, Teaching Anthropology, political science, social work among others. There is, therefore, a need to lay emphasis on the subject in our schools. But to give more insight, generally the choice of career among secondary school has traditionally been determined by socio- economic factors (learner career expectation, home based factors, parental influence school base factor). These three factors to a great extent have influenced the choice of History and government learners tend to prefer choosing science oriented subjects to enable them pursue science oriented career at the expense of art oriented careers.

A. *Socio economic Expectations*

Many learners in Kenya and the world as a whole go through school with wrong career notions. The 'celebrity jobs' of Engineering, Law, Architecture, Medicine and Bachelor of commerce were every learner's dream (Kariuki 2006). According to Kariuki in Wednesday Standard Paper of October 18th 2006, 'in one's teen years and early 20's, a person's personality and abilities are developing. Your values, abilities, skills and talents are emerging. Frequently, the person doesn't know him or herself well enough to make a specific career choice (Jones, 2007)".

Obonyo (1994) in his study on education and career expectation of in Hamisi district pointed out that career expectations of learners were by no means nurtured in a vacuum. They are part and parcel of society's tailored perceptions. Learners' aspirations can be lowered or raised by discouraging or encouraging the learners in a given career or pursuit. Obonyo found out that career learner wished to pursue after secondary school education in order of preference included; nursing, medicine, teaching, law, accountancy, secretarial, air hostess among others. The learner also said they wished to pursue such career because of parental pressure, financial consideration and egoistic reasons among others.

A young person could only aspire for careers that they viewed as available and attainable (CHE, 2005). For example, in a country without an outer space program young person whose career preference was to be an astronaut was likely to give up and aspire for alternatives that were available. In such a case the career counsellors are required to expose to learners the possibilities that were available and those, which were remote. It was also pointed out that learners from socially and economically disadvantaged group had humble aspirations. To encourage them the career counsellor must always keep on telling them that they could be whatever they wanted to become. In a nutshell, what career learners want to aspire or pursue always determine the choice of subject they want History and government inclusive.

B. *Home based factors*

It was noted that every generation of learners in a given school, and probably even several generations, adopted certain career as the ideal or ultimate choices. As a result, many of them, including those with no aptitude for equally substantive options that were better suited for and happier at (CHE, 2006). However, if the career counsellor managed and channelled the group to ensure as a collective, developed positive values and aspirations

they finally made very useful career choices. It continued to note that, many young people were subtly pressured into a given career by parents and guardians and other persons in positions of moral superiority over them. The young people therefore found themselves pushed into living their parent's life or attempting to live the life that their parents wished for but never had.

Parents were also to blame because some of them frequently visited school to influence their children's subject choices. This made learner to pursue subjects they did not like in school, creating stress in them (Kariuki, 2006). Pressure piled on learners by their parents dictate them whether to choose History, this definitely influenced the choice of History.

C. School based factors

The Ministry of Education in Kenya first introduced career guidance in school in 1971 by establishing a section within the ministry and publishing a career handbook. Although the ministry realized that career guidance was not adequate and introduced it within the school Department of Guidance and Counselling, there was no systematic growth of expansion of services (CHE, 2006). The need for career guidance in school had continued to be expressed at various policy levels. In the Development plan (1979-1983) it was agreed that career guidance should form part of the curriculum at the teacher training colleges and universities. However, there was a concern from stake holders that there was no adequate material to be covered. According to it the rapid increase in educated unemployment over recent past years coupled with daily advertisements of diverse job opportunities in the labor market indicated that there was a mismatch between what the educational institutions were training and the labour market needs. Career guidance had a role to play in providing direction to our youth at the secondary school level guiding the youth in appropriate subject choices history inclusive leading to their engagement in a relevant career path (Donnelly et al, 1992).

Ragna (1991) in her study on education, training and choice of occupation and career in (Nyeri, Kenya) concluded that only 62% of learners expressed that they received vocational guidance at school. However, most learners were very ignorant of what their society offered after they completed school but career guidance was very important in helping learners to decide on their future career together with their parents.

IV. METHODOLOGY

This chapter presented the methodology which was used to carry out the study and it further described the procedures; area of study, target population, sample size and sampling procedure. The study was descriptive in nature.

The research objectives under investigation were:

- How career aspiration impacted student choice of history and Gov.
- Specifically, how school based, homebased and socio economic factors influenced the choice of history as subject in Hamisi sub county

A. *Location of the study*

The study was conducted in hamisi sub county Vihiga county Kenya. It focused upon secondary schools which were strategically sampled from the sub-county. Hamisi sub County was prompted by the following factors: the researcher professional interest to conduct the research in the county based on familiarity and easy accessibility of schools. Singleton (1995) observes that the ideal setting for any study was where the researcher has interest in. Mwiria & Wamahiu (1995) add that the place selected for research should be one that allows for immediate rapport with the respondents.

B. *Target Population*

A target population was a larger group which one generalizes or applies his findings. This study targeted secondary schools in Hamisi sub-county Kenya. The sub County had 32 secondary schools. For the purpose of this study, the researcher only targeted 2 private secondary schools and 13 public secondary schools, 2 private schools represented 13.33%, 2 national schools, one for boys and another one for girls representing 13.33%, 7 county schools that was 4 for boys and 3 for girls which accounted to 46.67% and 4 sub-county schools which were mixed that accounted for 26.67%. In total, 15 schools participated in the study which was part of the target population which represented 10.3% of the total number of schools in the county as echoed by Leyle & Berg (2010) who asserts that a sample can be as little as 10% or as large as 30%. The schools were divided into boy's public secondary schools, girl's public secondary schools, mixed public secondary schools, boy's private secondary schools, girl's private secondary schools and private mixed secondary schools and History teachers of the above schools.

C. *Sampling Procedures*

Sampling was the procedure of selecting individuals for a study Frankel & Wallen, (1993). After the sample schools were identified and selected a reconnaissance survey was conducted to establish the number of form two learners in the schools. A list of these learners per sampled school was then prepared and each assigned a random number Mugenda & Mugenda (1999). These random numbers were then put in a shuffle basket. The basket was then shuffled and each time a single number was drawn from the basket without replacement. The process continued until a sample size of 10 learners per each class that participated in the study was achieved. The sample for History teachers was also achieved through purposive selection. According to Mugenda (1999) purposive sampling involves the use of cases that have the required information and the characteristic of the objectives of the study. Vihiga County comprises of 146 secondary schools, both public and private. In order to achieve the required sample size, stratified sampling was used Entwistle & Nisbet, (1973). The researcher strategically selected 2 private secondary schools which were mixed, 2 national secondary schools, 1 for girls and another one for boys, 7 county schools, 4 for boys and 3 for girls and 4 sub-county schools which were mixed and public.

Table 3: Sample Size of Schools in the Study

Category	Private						Public		Gender	
	F	%	National		County		Sub-county		F	%
Boys	-		1	6.6	4	26.67	—		80	53.33
Girls	1	6.6	1	6.6	3	20.00	—		70	46.7
Mixed Schools	1	6.6			—		4	26.67		
Total	2	13.3 2	2	13.32	46.67		4	26.67	150	100

D. Sample Size

The respondents of the study comprised a total of 150 form two learners and 15 History teachers who were purposively sampled from 15 schools. Out of 150 form two learners, there were 3246, form two learners in Hamisi sub county and 320 from the 15 sampled schools which was equivalent to 10.3 percent of the total number of learners in 15 sampled schools. This class was suitable because the learners had not made a decision between choosing History, and Religious Education. The form one learners were not used in this study because it was at this time that they were being introduced to secondary History as a subject in the curriculum and therefore were not ideal for the study.

The learners who formed the sample size were strategically sampled by the researcher, mixed schools were producing 5 girls and 5 boys totalling to 10 to participate in the study. According to Patton (1990), stratified sampling is used when there exist reasons to limit the sample to the cases that are likely to be “information rich” with respect to the purpose of the study. Kerlinger (1973) points out that a sample that is drawn at random is unbiased in the sense that no member of the population has any more chance of being selected than any other member.

Table 4: A Sample Size for Schools Teachers and Learners

	School Category		Teachers		Learners	
	NO	%	NO	%	NO	%
COUNTY	2	13.3%	2	13.3%	20	13.3%
EXTRA COUNTY	7	46.7%	7	46.7%	70	46.7%
SUB COUNTY	4	26.7%	4	26.7%	40	26.7%
PRIVATE	2	13.3%	2	13.3%	20	13.3%
TOTAL	15	100%			150	100%

V. VALIDITY AND RELIABILITY OF THE STUDY INSTRUMENTS

The validity and reliability of research instrument was ascertained as discussed below.

A. *Piloting of the Study Instruments*

The research piloting was done in Kisumu West sub- County in Kisumu County. The researcher used simple random sampling to sample one private school and two public secondary schools. The researcher sampled 10 form two learners from the private school and 20 form two learners from the two public schools which were mixed that is 10 girls from the two schools and 10 boys from two schools. A total of 30 learners from these sampled three schools were used in the study, questionnaires were administered which had open ended questions which the learners were required to fill. Purposive sampling was also used to get History teachers to give relevant information about the study. Pilot testing results gave the researcher an opportunity to make changes to instruments and data collecting procedures, to ensure appropriate questions were asked and the right data was collected and to verify if data collection method was working.

B. *Validity of the Research Instruments*

Validity refers to a Researchers' ability to draw meaningful and justifiable inferences from scores about a sample or population Creswell, (2005), it is also concerned with the question " I am measuring what I intend to measure" Nachamia's and Nachamia's (1996). There are four types of validity. These are content validity, criterion-related validity, construct validity and consequential validity. Content validity, addresses the match between test questions and the content or subject they are intended to assess. Criterion-related validity looks at the relationship between the test and outcome. Construct validity refers to the degree to which a test or other measure assesses the underlying theoretical construct it was supposed to measure. Mesick (1995) defined consequential validity as the evidence and rationale of evaluating the intended and unintended consequences of score interpretation and use both the short and long term.

C. *Reliability of the Study Instrument*

Reliability is the extent to which results are consistent over time and an accurate representation of the total population under study. If the results of the study can be reproduced under a similar methodology, then the research instrument was considered reliable Joppe, (2000). The researcher used test re-tests technique to determine the reliability of the research instruments, test retest the reliability was a statistical technique used to estimate components of measurements error by repeating the measurements process on the same subjects under conditions as similar as possible, and comparing the observation. Hence the researcher considered test retest technique as the best to test the research instruments. Reliability show the extent to which an instrument was free of error which was caused by factors such as ambiguous questions, language and the mood of respondents or even the researchers order of items in the instruments. A Pearson's product moment formula for the test was employed to compute the correlation coefficient in order to establish the extent to which the content of the instrument was consistent in eliciting the same response every time the instruments were administered. This was done by

administering the instruments twice. A correlation coefficient of 0.813 was established which was considered high enough to judge the instrument as reliable for the study.

D. Research Instruments

Research instruments are tools used to collect data. In the view of the study objectives the following research instrument were considered appropriate. The study employed the use of self-report questionnaires, (teachers and learners), key informant interview guides to collect information, documents analysis (non-participatory observation and secondary data) i.e. The data was collected using learners and teacher's questionnaires. The two questionnaires were used as supporting pillars to complement each other and bridge the gap that will be left using anyone of them alone.

E. Data Analysis Procedures

Data was analysed both qualitatively and quantitatively. Quantitative data was obtained from the open-ended items from both the learners and teachers questionnaires. The data was grouped into different categories depending on the responses given by the different respondents. Those categories helped in establishing themes which were further coded and entered in a computer. Through the use of statistical package for social sciences (SPSS) Programme, the data was analyzed using descriptive statistics such percentages, mean and frequencies this involved the presentation of numerical Data from Questionnaire in either Tables or Graphs and with methodology of analyzing Data. Qualitative data was obtained from interview guide and secondary sources. Qualitative data was analyzed manually where the emerging themes were verified then presented using verbatim quotes, narratives and analyzed reports.

F. Data presentation, analysis, interpretation and discussion

This chapter examined data presentation, analysis, interpretation and discussion of data obtained from the field. The study sought to examine factors determining learner choice of History as a discipline in secondary schools in Vihiga County Kenya. Being a mixed research, the researcher gave some codes to respondents who gave similar answers to a question; these were later counted from the questionnaires and tally methods used. Descriptive statistics involving tabulation, use of percentages and graphs were used to analyze quantitative data. The study also utilized interviews guide and secondary data. Data obtained was verified manually then presented using verbatim quotes, narratives and analyzed reports to gather and analyze qualitative data in that area. determined how career aspiration influenced the choice of History specifically school based, homebased and socio economic factors.

The study made use of the two categories of respondents that is learners and teachers to the prescribed factors influencing learner choice of History in secondary schools. The researcher utilized four main study tools that is the questionnaire, interview guide and observation schedules which were administered/presented to the target population who included learners and teachers of History. Specifically form two learners from strategically sampled private and public sub county, county and national schools. The information obtained was presented as below.

The data obtained was presented in line with the research question and involved the use of tables, percentages and graphs to emphasize the explanation of the study finding for quantitative data while qualitative data was verified manually then presented using verbatim quotes narratives and analyze reports

The contextual information covered four factors about sampled schools for the study:

namely, the type and category of school, gender of respondent's frequency and percentages Under this type there were public and private schools, under the category of school we had boys, girls and mixed (boys and girls), their frequencies and percentages. This information is shown in table 4.

Table 4 presented the categories of schools which were sampled for the study; the schools included boy's schools, girl's schools and mixed public and private secondary schools. A total of 15 schools were sampled which represented 10% of the total number of schools in Vihiga County, including two private schools one with mixed boys and girls, and the other with the girls only. Two national schools one for girls and the other for boys only, seven county schools and four sub county schools.

Table 4 Also shows the type and categories of schools that were sampled in the study in terms of distribution and percentages. The two private schools represented 13.32% of the total schools that participated in the research and 13 public schools including two national schools, seven county schools and four sub county schools representing 86.7% of the total schools that participated in the study. In total 15 secondary schools were sampled to participate in the study. This represented 10% of the total number of secondary schools in Vihiga County which has 146 secondary schools

Table 4 presents the number of participants in terms of gender that is male and female learners, in the whole study 80 Boys participated as respondents representing 53.33% of the participants and 70 girls representing 46.7% of the total participants. In total they were 150 form two learners who participated in the study. 15 schools participated and in each 10 learners were randomly sampled from form two learners. That is for boys and girl's secondary schools, but for mixed secondary schools 10 were randomly sampled including 5 girls and 5 boys to make them 10.

Table 4: Percentage and Distribution Table of Teachers Who Participated in the Study in Terms of Frequency and Percentage

Gender	Total Per Gender	Percentage
Male	7	66.7
Female	8	33.3
TOTAL	15	100%

Table 4 shows Teachers of History who also participated as respondents. 15 teachers were selected through purposive sampling. In terms of gender 8 female teachers were chosen presenting 53.33% against 7 men History teachers who represented 46.7%. Majority of who were degree holders with between 3-5 years of teaching experience and also ranging between the ages of 22-28 years of age.

G. Career Aspiration on the Choice of History

A career was a job that allowed one to go through self-discovery, expression and assertion (Kariuki, 2006). Today career choice is complex and there is need for proper career guidance for learners to pursue better professional careers in future. The objective utilized questionnaire as a tool to find out the aspect of career and its influence on the choice of History as a discipline. Does History inculcate hope in learners in terms of getting a good job in future? Learners were to be encouraged to take History as a pre-requisite subject for pursuing lucrative professions like law, political science.

Table 5: Frequency and Percentage Distribution Table of Reasons as to Why the Learners Like History

Responses	Frequency	Percentage %
It is a very easy subject	140	93.3
It is interesting	122	81.3
Because the teacher is good	30	20
It would help me get a good grade	136	90.7
It would help me get a good job	80	53.3

About 93.3% of the respondents indicated that they like History because it was a very easy subject. While 90.7% agreed that they like it because it will help them secure a good grade at the end of the four year course in secondary school. About 81.3% of the learners said they like History because it was an interesting subject. And 20% of the learners agreed that they like History because the teacher is good. This meant that there are some History teachers who are good in making their learners like the subject. Lastly 53.3% said that they like History because it will help them in securing a job in future. These clearly showed that majority of learner were pursuing History in the hope that it will help them get a good job in future conclusively therefore the factor of career influenced the choice of History as a discipline among secondary school's learners the same has also been asserted. In table 4.11 item 7 where 78.6 percent of learners strongly disagree on the claim that History would not help them secure a job.

Table 6: Presents Careers Which Learner Prefer in Relation to History

Career	Frequency	Percentage
Art-Oriented career	45	30
Science-Oriented career	105	70

Table 7: Presents Factors Which Determine Learner Career Choices Related to History

Determinants of learners career choice	F	%
1. Home based factors	20	13.4
2. Socio-Economic factor	108	72
3. School-based factor	22	14.2

VI. DISCUSSION OF THE CAREER EXPECTATIONS

The objective utilized questionnaire as a study tool. To find out why learners like History which career they prefer between science oriented and art-oriented and generally which factors determine their career choice and how this careers affect subject choice. The study found out that 53.3% of the respondents said that they choose History because it will help them to get a good job but from the study it was found out that other factors that precipitated the choice of the subject was one, it was very interesting, easy, the teacher was good and also it was a booster. But the reality that determined the choice of History was purely dictated by what the learners wanted to aspire in career in future. According to the study 70% of learners preferred science oriented career and that is why they didn't choose the subject while 30% preferred art-oriented careers that is why they chose History. Previous studies done by Kariuki (2006), Twalib (2014) and Eshiwani (1992) showed that most learners were snubbing History and Government as a discipline because they doubted if it would enable them get better careers. The study therefore verified the notion. On general choice of careers, the study was out to find what actually determined how learners chose careers. From the study, It was found out that 13.4% of learners choose careers because of the influence of the parents, 72% choose careers because of their own career expectation and 14.2% choose careers because of career guidance sessions in school. From the study it was found out that what learners wanted to do in future had a lot of influence on the choice of subjects especially history. The reality from the study was that a majority of the learners preferred science oriented careers at the expense of art-oriented where as a discipline belong. In conclusion therefore the study recommended proper sensitization so that learners can realize that both science oriented and art-oriented careers are important most notably as reiterated by Agumba (2013) and Ruto (2013), that History was a pre-requisite subject that can enable them secure lucrative professions such as law, political science and even teaching.

Parental Guidance on choice of Subject	YES	NO		
	YES	NO		
	F	%	F	%
	102	68	48	32
Subject Cluste	F			%
Sciences	122			82.2
Arts	28			17.8

VII. SUMMARY, CONCLUSION AND RECOMMENDATION AND FURTHER RESEARCH

Learner were found to like History because it was an easy subject and they also perceived it as a booster even though they doubted if it could guarantee them better career in future as reiterated by Eshiwani and Kariuki. There was need to sensitize learners through advocacy on the importance of the subject. They should know that the subject can assure them a better career as Agumba, and Ruto asserts. Therefore, career aspirations were found to determine the choice of History.

From the study, the following recommendations were made as far as the choice of History is concerned. Teachers should always avoid expository methods of teaching History. They should avoid the use of methods like the lecture and note taking because it was contrary for the learners to sit, passive and inactive for more than forty minutes (Crook et al 1972). The learners should be offered an opportunity to become researchers of History. The teachers should take the initiative to sensitize the learners that all the subjects in one way or the other contribute to different training careers in the future. Therefore, they should all be given a fair and equal treatment.

The learners should always be well prepared in learning all the school discipline they pursue. They should avoid biasness. Let them know that the disciplines they do in school contribute wholesomely to what they will be in their future life careers hence they should allocate enough time for each discipline in their personal timetables. (Phoenix, 1964).

The parents should be the right people who advise their children concerning school disciplines. They should be very neutral in the kind of advice they give as it can sometimes make the learner take the wrong directions.

RECOMMENDATION

The researcher also recommended a further and a thorough diagnostic study and evaluation of the status of learners subjects choice in form two as far as History is concerned and factors that determine these. This would facilitate the identification of the factors left out by this study, and what government policies need to put in place to help improve learners make appropriate subjects choice in school. Appropriate approach and solutions would then be advanced so as to remedy the situation in both Vihiga county and in Kenya as a whole.

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