THE EFFECTS OF GENDER STEREOTYPING ON CAREER CHOICE AMONG SECONDARY SCHOOL STUDENTS IN DAR ES SALAAM

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A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN UNIVERSITY OF TANZANIA

2014

CERTIFICATION

I, the undersigned, certifies that I have read and hereby recommend for the acceptance by the Open University of Tanzania a dissertation titled "The Effects of Gender Stereotyping on Career Choice Among Secondary Students in Dar es Salaam" in partial fulfillment of the requirements for degree of Master of Education in Administration, Planning and Policy Studies.

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Prof. I.M. Omari

(Supervisor)

……

Date

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DECLARATION

I, Judith Simon Nicolao, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

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Signature

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Date

DEDICATION

This work is dedicated to my parents and family who were very eager to see this work come out successfully.

ABSTRACT

This study was about the effects of gender stereotyping on career choice among secondary school students in Dar es Salaam, Tanzania. The study aimed at examining the knowledge of career requirements among secondary school students, as well as identifying behaviours associated with masculine and feminine gender. It was also examining the tasks associated with male and female gender. Data and other information on the study were collected from 300 form four students. The study employed primary and secondary methods of data collections. The data were analysed using cross tabulation and presented through the use of frequencies and percentages of respondents. The study found that respondents were knowledgeable enough about career choice requirements among form four students. They were able to identify subjects related to different professions. It was further found that gender differences in career choices among secondary school students were significant. While boys demonstrated hard work, girls demonstrated soft works. Moreover, it was found that traditional beliefs or culture had a great impact to career choices among boys and girls. The study recommends that since some students did not differentiate compulsory subjects from combinations subjects, education is needed to create awareness on this. There should be units in schools and government institution dealing with guidance and counseling for students. Moreover, gender education is needed in order to make boys and girls know themselves and therefore make their career choices without considering their cultural made up behaviours. Again, the study recommends that society should not label some works for a particular sex.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to the Almighty God and all who assisted me in one way or another towards the completion of this work without which the preparation of this work would not have been successful. I thank my family for their tolerance and support during the study. This dissertation would not have been possible without the countless help from my supervisor professor I.M. Omari. I really appreciate his tireless supervision.

I also extend my sincere thanks to my fellow students of Master of Education in Management and Planning. Their support and encouragement during my studies was valuable to me. However, I hereby declare that all errors and omissions are upon the author.

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CHAPTER ONE

1.0 BACKGROUND AND STATEMENT OF THE PROBLEM

1.1 Introduction

This chapter introduces the problem under investigation on the effects of gender stereotyping on career choice among secondary school students in Dar es Salaam, Tanzania. It provides background information about the influence of gender stereotyping on career. Moreover, it introduces the statement of the problem, purpose and objectives of the study, as well as hypotheses. Research tasks and questions, and conceptual framework of the study are also presented in this section.

1.2 Background to the Study

Gender stereotyping is broad category that reflects our impression and beliefs about females and males. All stereotypes (whether gender, ethnicity, or other groupings based) refer to the image of a typical member of a particular social category. Gender stereotyping is divided into four dimensions that are in form of traits, physical characterization, behavior and occupations. Stereotypes results to labels such as soft or hard. Women may be labeled “soft” and men “hard” However, once labels are assigned, they are remarkably difficult to abandon. Many stereotypes are however so general and ambiguous (Almiskry *et al*., 2009).

Gender stereotypes originate from gender roles which define the responsibilities of females and males. The roles are categorized as masculine for males and feminine for females. Females and males are expected to perform certain duties in a particular

society. These roles are basically constructed by the society or culture in which an individual lives. The roles are tied to the sex of the individual. Roles such as taking care of children, cooking and engaging in food production are attached to females, while males are identified with roles such as protecting families, building houses, as well as engaging in paid employment, cash crops production and business (Archer and Lloyd 2002).

The process through which the individual learns and accepts roles is called socialization. Socialization works by encouraging wanted and discouraging unwanted behavior. In societies, the agencies of socialization such as family, schools, peer group and the media make it clear to the child what behavioural norms one is expected to follow, and once someone has accepted a set of behavioral norms, they are typically very important to the individual. Hence, the internalization of these behaviors and beliefs, based on society's awareness and expectations lead to special interest which impact on vocational choices (Bender, 1994).

In all societies whether western or non western, women or men appear to have been brought up to believe in and adhere to gender roles which are conveyed to them on a daily basis. These beliefs are so ingrained into the females or males that they are extended to vocational choices **(**Valiante 1996). As Lofland (1969), denotes, the greater the consistency, duration and intensity with which a definition is promoted by others about an actor, the great or is the likelihood, that the actor will embrace that definition as truly applicable to himself/herself. This seems to be the case with the young females or males in societies. For example, the EOC report (2005) is along

this line where it points out that it is not only overt socialization or covert prejudicial attitudes held by the society that keeps the females from entry into skilled jobs but the women themselves lack the courage to enter the field because they see the requirements for successful performance in such areas, as incongruent with the way they see themselves (Women and Work Commission, 2006).

Hansen (2009) reports that external influences that helps to shape an individuals' career choice are also influenced by significant others through social support from peers. Young (1985) denotes that young adults through interaction with the context of family, school and community learn about and explore careers which ultimately lead to their career choice. Zacharia (2008) suggest that adolescents' own aspirations are influenced by their parent's aspirations or expectations. Sounders (1975) asserts that parental support and encouragement are important factors that have been found to influence career choice. Children may choose what their parents desire simply to please them

According to Zacharia (2008) and Nasania (2004), in Tanzania rural students tend to seek help from parents than urban students and that parents play a major role than teachers in the career choice of students. Generally, the choice of a career is influenced by traditional gender stereotyping parents and friends among other factors; however variations occur from one population to the other.

In Tanzania, every year form four secondary school students make their career choices before sitting for their final Tanzania certificate of secondary examination.

The result of this final examination determines who joins advanced level or joining other tertiary level education since admissions into various careers are determined by grades obtained from the Tanzania Certificate of Secondary Education. Before making their career choices, students are often provided with a list of careers from which they are supposed to make choices. Most of the students lack adequate information regarding various careers hence the choices that they make are embedded on traditional gender stereotyping and the subjects they study in secondary school. The only support students get within the school if from career masters or counselors as they are mostly refereed to and the teachers who are expected to support students in their career choice. When the final examination results are released by the Ministry of Education, and depending on the grades, students are then admitted to the advanced level and other tertiary education level based on the career choices that they had made while in school. When these students graduate from the tertiary educational level or universities, some of them enter into occupations that are totally different from the ones they had chosen and trained for. Thus, the purpose of this study is to assess the effects of gender stereotyping on career choice among adolescents.

1.3 Secondary School Students and Career Choice in Tanzania

Secondary school students in Tanzania context are adolescents and or young adults between the ages of 12 – 22 years for ordinary level (URT, 2006). They enter college and some enter the job market directly after their secondary education. The choice of subjects can be traced back from form three in secondary school, where students are grouped into either science or arts streams. The choice of subjects determines

students' future career. Beliefs about what is appropriate for female or male in the occupational sphere form part of an interrelated system which includes, in the early years, interests, aspirations and opportunities in particular types of school subjects, which later on forms the basis for occupational decision (Archer and Lloyd, 2002).

Stereotyped perceptions make students choose careers conforming to their traditions. Males tend to be dominant in subjects perceived as masculine, aspiring to choose careers related to them. Females tend to be dominant in feminine perceived subjects. The case in point is that mathematics and science subjects such as physics and chemistry are perceived as masculine while arts subjects are considered feminine. For example, Galabawa (1996) points out that although mathematics is a compulsory subject in secondary schools in Tanzania, most girls find a reason not to attend mathematics class. This resulted in gender disparities and under representation in various careers. The reasons behind this situation could be determined by traditional beliefs within the society, gender differences in career choices, traditional gender roles, lack of career information, gender stereotyping jobs, and roles of the significant others.

Moore Mordi (2006) argues that education as a social process by which learners and teachers come together in an effort to share meanings concerning the concepts and skills in the curriculum. He further states that students, teachers and curriculum bring with it a complex set of causes that directly influence the efforts, actions and conduct of the educative agent. Zacharia (2008) acknowledged that perceptions, belief

systems, existing knowledge, life styles, goal, needs and drives influence choice and entrance into occupation and professions, thus giving meaning to human experience and the manner in which people think, feel and act within their environment. One of such areas that have been affected by these factors is choice of career among female and male students in Tanzania secondary schools.

Women are under-represented in engineering and technical education due to unconscious influences in the home from parental/family opinions, cultural and social norms (Puja, 1981 and Mlama, 2001). The ability of girls and women is called into question: girls are discouraged from taking engineering and technical courses, since it is generally thought that these are too difficult and therefore appropriate only for men (Evans, 2006). In Africa for example, the attitude of society towards women is not supportive of women scientists, and there are stereotyped images of engineering and technical careers being incompatible with a mother's role and which, therefore, jeopardizes women's chances of getting married. These negative social attitudes create a lack of self-confidence among girls and women in their ability and motivation to opt for engineering or technical courses (Mapfumo, *et al*., 2002).

According to Bhalalusesa (2003) the school system is still dominated by gender bias. Not only are girls disadvantaged when it comes to access to education notably in the technical and engineering fields, but also in terms of the quality, relevance and appropriateness of the education and training received which reinforces the negative attitude of girls towards engineering and technical subjects and related careers.

1.4 Statement of the Problem

Most of students in secondary schools do not have accurate information about occupational opportunities to help them make appropriate career choice. As a result some of them rely on traditional gender stereotyping beliefs. It was a common practice in the old days to find feudalism converting it into a family affair where the son of a blacksmith was destined to become a blacksmith and a feudal was born a leader. But industrialization and post industrialization has made it possible for a common person to be richer as long as she or he has due skills and knowledge. Today, one has not only to make due career planning but also exhaustive career research before making a career choice so as to adjust with the evolving socio-economic conditions (Wattles, 2009).

Influence of gender stereotyping in career choice among secondary school students is one of the serious challenges in public schools in Tanzania. Cultural beliefs among adolescents and community at large on gender roles has been one of the factors that may affect correct choice of career path for many secondary school students in Tanzania today.

The current study intended to explore effects of traditional gender stereotyping beliefs on career choice among secondary school students on knowledge of career requirements, relationship between students' beliefs in traditional gender roles and their career choice, career availability and aspiration, portray career by gender and relationship between social class and career choice. This becomes pertinent in view of the fact that much has not been researched in this area in Tanzania.

1.5 Purpose of the Study

The purpose of this study was to explore the effects of gender stereotyping on career choice among secondary school students in Tanzania.

1.6 The Objectives of the Study

The study has the following three specific objectives:

- To examine the knowledge of career requirements among secondary school students
- To identify behaviours associated with masculine and feminine gender
- To examine the tasks associated with male and female gender

1.7 Hypotheses

i) Secondary school students have sufficient knowledge of career requirements

ii) Gender behaviours are associated with career choices among secondary school students

iii) There is a relationship between tasks associated with the male and female gender

1.7.1 Research Task and Questions

This study was guided by questions which are related to the specific objectives (tasks) of this study. These questions were:

1.7.2 Research Task One

Determining if students have knowledge of career requirements

1.7.3 Research Question for Task 1

- Do student have knowledge of career requirements?
- Where do students get knowledge of career requirements?

1.7.4 Research Task Two

Demonstrating gender behaviours in career choice among secondary school students

1.7.5 Research Question for Task 2

- What kind of careers are preferred by male and female students?
- Does career choice preference among female and male students differ?
- Is there any relationship between students' beliefs in traditional gender roles and their career choice?

1.7.6 Research Task Three

Finding out the relationship between tasks associated with male and female in career choice among secondary school students

1.7.7 Research Question for Task 3

Is there a relationship between tasks associated with male and female and career choice among secondary school students?

1.8 Conceptual Framework

The context, input, process, and product (CIPP) evaluation model, developed by Stufflebeam (1971), was adapted to guide the study. The context refers to the factors

that might impede career choices among secondary school in which learning process takes place. This includes political ideology, culture, poverty, social economic factors, literacy, and occupation. Input constitutes all the predictor variables that might influence career choice decision. These include gender, class and IQ. Figure 1.1 summarized the major components of the conceptual framework.

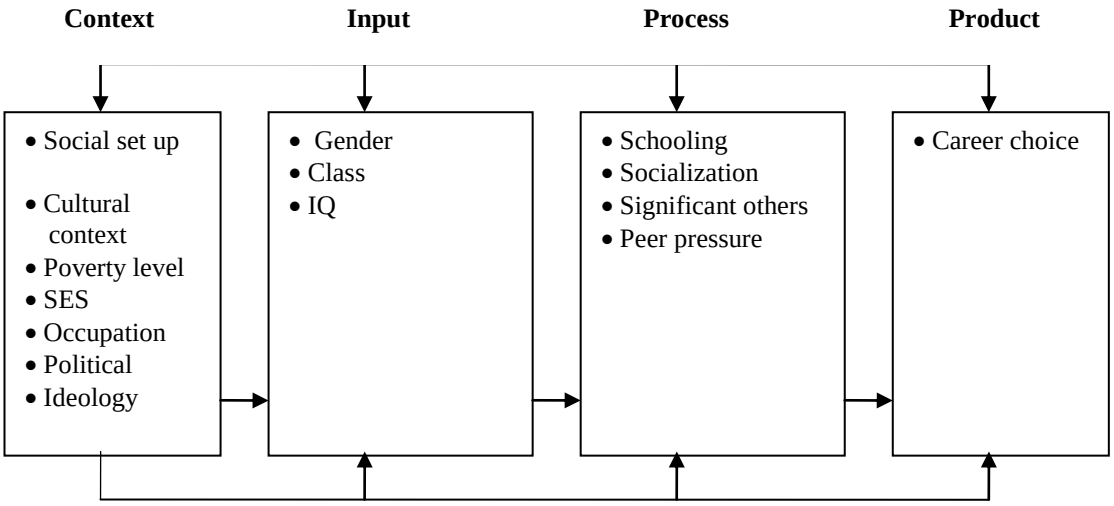

Figure 1.1: Conceptual Framework Model for Effects Gender Stereotyping On Career Choice

Source: Adapted from Stufflebeam (1971).

The context influences the other three variables which are input, process and product. The input influences the process variables which are referred as all activities like schooling, socialization, peer pressures and influence of significance others that lead to output which dependent variable. The product refers to the outcome of the whole process of career choice. Arrow illustrates relationship among the variables of the study in the relevant context.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the study on the influence of gender stereotyping in career choices among secondary school students in Tanzania. It discusses theoretical perspectives on factors influencing career choice. In particular, it reviews literature related to beliefs in traditional gender role, gender stereotyping of careers, and gender difference in career choices as well as role of significant others. Furthermore, this chapter reviews literature related to sources of career information and knowledge about different types of careers.

2.2 Theories Guiding Career Choice

The following are theories influencing career choice:

2.2.1 Social Learning Theory

The learning theory of career counseling is based on the application of Bandura's (1997) social learning theory to career decision making. Bandura's theory emphasizes the influence of reinforcement theory, cognitive information processing, and classical condition on human behaviour. Cope (2007) says that social learning theory assumes that people's personalities and behavioral repertoires can be explained most accurately on the basis of their unique learning experiences while still acknowledging the role played by innate and developmental processes. Bandura (2000) asserts that social learning theory also assumes that humans are intelligent,

problem solving individuals who strive at all times to understand the reinforcement that surrounds their actions and who in turn control their environments to suit their own purposes and needs. They include social, economic, cultural and political aspects.

2.2.1.1 Genetic Endowments and Special Abilities

Genetic endowments are inherited qualities such as sex, race, and physical appearance. Special abilities, such as intelligence, athletic ability, musical, and artistic talents, result from the interaction of genetic factors and exposure to selected environmental events.

2.2.1.2 Environmental Conditions and Events

Factors in this category are generally outside of the person's control and can involve a wide variety of cultural, social, political, and economic forces. For example, family traditions, such as attending a particular college or selecting a certain college major, can influence which college and major he or she selects.

2.2.1.3 Instrumental and Associative Learning Experiences

Instrumental learning experiences involve antecedents, behaviors, and consequences. Antecedents include the genetic endowments, special abilities, and environmental conditions and events previously discussed as well as the characteristics of a particular task or problem. Behavioral responses include cognitive and emotional responses as well as overt behavior. Consequences include immediate and delayed effects produced by the behavior as well as "self-talk" about those consequences

(Evans, 2006). Associative learning experiences occur when a neutral stimulus is paired with a positive or negative stimulus or consequence. For example, a secondary school student, undecided about a major, attends a job fair to explore career options and has an extremely positive encounter (positive stimulus) with someone employed in an occupation that the student has never really considered before (neutral stimulus). As a result of this positive encounter, the student decides to explore the occupation of the person the student met at the job fair.

2.2.1.4 Task Approach Skills

Task approach skills include the person's work habits, mental set, emotional responses, cognitive processes, and problem-solving skills. Task approach skills influence outcomes and are themselves outcomes of career decisions.

2.2.1.5 Socio-Cultural Learning Theory

Socio-cultural theory of learning attempts to account for the processes through which, learning and development take place. Vygotsky (1982) reiterates the fact that social interaction with cultural artifacts forms the most important part of learner's psychological development .Cultural tools or artifacts include all the things we use, from simple things such as a pen, spoon, or table, to the more complex things such as language, traditions, beliefs, arts, or science (Franzoi 2000). Hence this study intends how socio-cultural factors affect career choice among secondary school students.

2.2.3 Development Career Theory

Ginzberg (1972) in developmental career theory asserts that vocational choice is influenced by reality factor, educational process, the emotional process, the

emotional factor and individual influence. According to the theory, career development starts from infant and ends in young adulthood.

2.2.4 Super's Self Concept Theory

Super (1967) argues that the theory believes that individual self concept plays a central role in career choice. Super (1967) has generated a life span vocational choice theory that has five life career development stages, which are: crystallization stage (14 to 18 years of age), specification stage (18 to 22 years of age), implementation stage (21 to 24 years of age), and stabilization stage (25 to 35 years of age), and consolidation above 35 years. Super recognizes that self concept changes and develops throughout peoples' lives as a result of experience. People successfully refine their self concepts over time and application to the world of works. Super believes that it is during adolescence that an individual construct a career self concept and makes vocational choices act in relation to the understanding of themselves.

2.2.5 Social Cognitive Theory

Brown & Hackett's (1987) assert that career choice is influenced by the beliefs which individuals develop and refine through personal performance accomplishment, vicarious learning, social persuasion and psychosocial states and reactions. Generally, the theory shows that career choice is results from various factors of an individual which may be learnt through other people. Moreover, the choice may sometimes result from career stereotyping. This theory is therefore very important in understanding career choices and development.

2.3 Source of Gender Stereotyping

Gender stereotyping starts early when parents treat their baby boys and girls differently. Parents are more likely to allow boys to try new things and activities such as learning to walk and explore different things than girls. Children also look up to their parents for examples and role models. Thus, boys would want to be like their fathers and girls like their mothers. That means boys and girls are influenced by gender relations, behavior, task and activities undertaken by females and males in the family. For example, if a boy sees his father taking care of a new born baby, he will integrate this image of his father as a care giver into the definition of masculine (Bandura1986; Sanrock, 2005; Gilick 1999 as cited in Archer and Lloyd, 2002).

Early research shows that children learn gender roles as early as pre-school times (Miller and Budd, 1999). As children develop, they acquire gender identity as well as gender stereotyping roles which are further reinforced by games, television, toys, children's books, teachers and significant others. On top of that, stereotyping comes from the toys which children play with in the early stages of their life. These in turn set up the roles that children are expected of.

The Western traditional baby boys wear is blue while the baby girl wear is pink. Children often try to conform to parents or other adults' expectations. They perceive these expectations and adopt their behavior accordingly. Eventually, children are influenced in their choice making as they get older (Santrock, 2005; Ealgy 1987; & Gilick 1999 as cited in Archer andLloyd, 2002).

2.4 Gender Stereotyping of Careers

The way women and men perceive themselves and others affect their decision making in career choice. That is to say, our social cultural experiences exert strong influences on the attitudes and occupation aspirations of young people. For example, negative stereotypes regarding female ability in science subjects may have negative influence on the attitudes towards the subjects or career (Isaacson, 1985)

A study conducted in Zimbabwe by Mapfumo, Chireshe and Peresuh (2002) reveals that both males and females choose their career under stereotyping perception whereby male jobs are said to include engineering, building, electrical work, carpentry, managerial jobs, security services, welding, mining and driving. Female jobs included nursing, catering, designing, teaching, secretarial and domestic. There was a strong positive correlation (r) = 0.95 between both boys and girls perceptions about masculine and feminine jobs. Evans (2006) observed that females report valuing jobs attributes related to interpersonal relationship and helping others than males. On the other hand, males report valuing job attribute related to leadership, power and income than females.

The study conducted by McQuaid and Bond (2004) shows that in Scotland many girls had negative attitudes to work in jobs perceived to be masculine. The findings showed that quite a number of pupils said that both men and women were suitable to work as waiters/ waitresses, teachers, shopkeeper, police officers, managers, lawyers/ solicitors and doctors. However, other jobs remained persistently gender stereotyped, including perceived ‘males’ jobs of lorry driving, engineering, plumbing, working as

electricians, laborers as well as , armed force. Female jobs of nurse and care assistant remained as female jobs. Many girls stated that they would not at all like to work in engineering, maintenance, garage (78%), construction (73%) transport, wholesale and delivery (70%).

Subjects such as mathematics and sciences are regarded masculine while courses in social sciences and home economics are regarded feminine subjects. On the other hand, men who succeed in feminine tasks are not similarly considered as highly deserving (Myers, 2005). However, women who succeed in what perceived men's courses and jobs are often viewed as uncommon, lucky or highly motivated.

A study conducted by Puja (2001) in Tanzania reveals that women are employed and clustered in female stereotyped occupations such as nursing, as well as typing, machine operating which are monotonous with minimal pay while males are still filling more top jobs. Therefore, both females and males conform to gender stereotyping by being recruited in gender stereotyped occupations. It is therefore important to find out how gender stereotyping influences career choices among secondary school students.

2.5 Beliefs in Traditional Gender Roles

Traditional gender roles sustain gender stereotypes. For instance, in many societies males are supposed to be assertive, aggressive and independent as well as task oriented, whereas females are seen as more sensitive, gentle, dependent, emotional, and people oriented (Archer and Lloyd, 2002). Traditional gender roles continue to

be rampant in many countries around the world (Dickersheid, Schwarz, Noir and Taliawy, 1988).

In Egypt, the division of labor between males and females is dramatic. Egyptian males are socialized to work in public spheres while females are socialized in child rearing. Islamic religion dictate that men's duty is to provide for his family and women's duty is to care for her family and house. In many cultures, such as Egypt and other countries where Muslim religion predominates, gender specific behavior is pronounced and females are not given access to high status positions (Santrock, 2005). Beliefs about gender roles are stereotypes that exert significant influence in children's future occupation aspiration. A study conducted in Zimbabwe by Nhundi (2007) reveals that gender roles influence future occupation aspiration.

The study by Hensley (2003) in UK reveals that traditional gender beliefs were predicated to correlate with gender traditionalism of job choice and subjects of androgynous, whereby masculine gender roles were predicated to have more career aspiration than feminine role gender. Eagly (1987) says that men tended to be found in roles demanding the social physical power and women in more nurturance roles, each sex tending to exhibit the behaviors expected of those who would fill such roles.

It is also observed by Lemkau (1984) that both females and males conform to the roles by being recruited in traditional occupation for males, or choose jobs that are mostly dominated by males and females. They choose jobs that are mostly filled by

women or traditional occupation for females. Only non- traditional careers have been reported to have low masculinity and high androgyny scores.

Otunga (1996) reveals that most girls in Kenya still prefer to be enrolled in the traditional perceived suitable females' disciplines at secondary school and university levels, such as social sciences. The reason behind this situation is that, culture defines different roles performed by males and females in patriarchal social cultural setting. Males are expected to be responsible and independent community leaders while women are expected to be dependent and submissive.

Concerning male domination, Saunders (1975) who conducted a study in Tanzania observed that in the majority of male dominated societies, men's traditional roles were to earn a living for their families. Therefore, education provided was geared towards preparing boys for such roles. Boys were encouraged to pursue certain subjects that provided them with foundation for further education. Mushi (1999) adds that such societies dictated that girls should pursue subjects which were feminine in nature such as home economic activities.

2.6 Gender Difference in Career Choice

Male's and female's career choices are normally different because of differences in their self concept. Gender differences in attitude are present in early adolescence and continue throughout middle and high school. Findings from various studies reveal that despite girls having higher teacher rating than boys, they are less likely to choose career in physical science or computing. The differences are observed in various

careers. Quite a number of studies have shown gender difference in career choice. Studies conducted by Adams and Walkidine (1986); Best (1983), and Spender (1982) as cited in Almiskry, Baker, and Mohamed (2009), show that girls tend to opt for a very narrow range of stereotypical feminine occupations. Similarly, Tomlinson and Evans (1991) found out that male students scored significantly on the realistic and investigative. On the other hand, females prefer social, artistic and conventional types of occupation.

The reason behind the differences could be gender stereotyping perceptions which people have. Furthermore, it could be due to exposure to the environment and career role model who influence person's career choices. Bem (1981) and Betz (1994) have tried to reason out the factors relevant to the development of gender difference in career choice. They suggested that gender difference in career choice it is a result of multitude factors, some of them being internally related, and some being environmentally related. Eagly (1987) is of the view that occupational stereotype is one of the factor affecting the vocational interest of one gender. On this basis, people believe that occupations are designed to be appropriate for one gender and not for the other.

In secondary schools, females who specialize in science were more likely to be interested in biology than mathematics, chemistry and physics. They were also more likely to pursue career related to subjects like nursing and biology. A study conducted by Jacobs (1998) in USA reveals that more girls were likely to indicate interests in biology than physical science and were more likely to predict having

future careers in health science than in physical science.

Women who reported careers in math and science were more likely to choose careers in life science and business, as opposed to more stereotypically males' careers in physical science and computing. Sanderson, Hoffer and Myers (2000) reveal that women have become more likely to indicate interest in a certain areas of science, such as life science or biology, although their participation in computer science, physics and engineering remain low.

Moreover, the study conducted by Bleeker and Jacobs (2004), revealed that only 5.0% of female participants chose career in physical science- computing, where as 14.4% of women chose careers in life science and business. Similarly, 12% of males' participants chose careers in physical science and computing; whereas only 4.3 of males reported career in life science such business. Matyas and Dix (1992) show that within the group of 1990 high school seniors who scored above the 90^{th} percentile on the mathematics portion of the scholastics aptitude test, girls were only two thirds as likely boys to indicate plans for pursuing career in science or engineering.

Studies conducted by Bleeker and Jacobs (2004) using males and female adolescent as participants working in part time jobs revealed gender difference whereby jobs such as bus conductors, gardeners, manual laborers, journalists were held almost exclusive by male adolescents, while other jobs such as baby sisters and house maid were held exclusively by female adolescents. Eccles (1983) as cited by Bleeker and Jacobs (2004) shows that women tend to hold different careers aspiration favoring

social related jobs. Therefore, gender stereotyping influences career choices among secondary school students.

The study conducted in Tanzania by Puja (2001) reveals gender differences in career choices as well in subject choice and specialization. Females concentrated in social sciences and seek careers related to that field, and males were mostly in natural science. Furthermore Galabawa (1996) reports that girls lacked interest in mathematics and natural sciences. From aforementioned girls decision making and choices of future career can be negatively affected. The literature has helped the researcher to set the objectives of the study as well as research hypothesis.

2.7 Role of Significant Others

Significant others are people considered to have opinion that matters to an individual in decisions, including making career choices. However, such opinions can sometimes base on stereotype perceptions. Significant others include parents, peers, friends, teachers and career counselors. They play an important role in career aspirations and goal development of young people. Their influence is especially critical during the childhood and adolescent years (Cobb, 2001). A study conducted by Moore (2006) in USA found out those parents, role models, mentors and peers, have a great positive influence to young people in their career choices.

From an early age of development, children observe and learn about different jobs performed by people who are very important to them. This is usually done through socialization process within the society. Parents are examples of “significant others”

consequently, those who appreciate their children work or always blame them unconsciously may influence their daughters or sons either positively or negatively in choosing that career. The role model practices make parents and relatives to be models in careers for young people (Cobb, 2001; Santrock, 2005). Encouragement and support of both mother and father is very important in fostering nontraditional career.

Similarly, research conducted by Mortimer, Stevens and Ryu (1992) found out that family background influences career choices, education and economic status. That is, some parents, especially in lower class or lower income parents may hold value that places females in home maker role. Furthermore, a study conducted in Zimbabwe by Mapfumo, Chireshe & Peresuh (2002) reveals a high positive correlation (r) = 0.95 between males and females career choice and significant others. Parents and teachers influence students' job perception. In addition to that, peers exert a strong influence in their various behavior, including career decision making (Cobb, 2001: Franzoi, 2001; Santrock, 2005). Furthermore, Ajzen (1991) argues that the accumulation of experiences from various role models help an individual in career decision processes. Studies conducted in Tanzania by Malekela (1977) and Puja (1981; 2001) as well as Nasania (2004) found out that parents' occupations, social economic status, family background, cultural beliefs, norms, values, significant others as well as gender stereotyping influence career aspiration of secondary school students. Moreover, lack of motivation as well as career guidance and counseling in schools were among the factors that influence children's career choices. Similarly, Zacharia (2008) observed a strong correlation relationship of $r = .61$, $p<.01$ between pressure from significant

others and intention to join army career. The author observed that perceptions that significant others such as parents and relatives hold motivate young men from Kuria tribe in Tanzania to join or not join the army career. The role of significant others in career choice is one of the aspect that will be investigated into in the current study.

2.8 Knowledge of Career Information

Sources of career information include both print and electronic mass media such as radio, newspapers, television, professional journals, the internet, occupational flyers, as well as career counselors, teachers and role models who include parents and relatives (Biswalo, 1996; Kidd, 2006; Ndimbuki and Mutie, 1996). Other sources of career information may be accessible according to individual's level of exposure and environment.

Individuals need to know what exists in the world of work so that they can understand the different career options in society. Kidd (2006) argues that when people are provided with information at the right time, they can make a big difference in career planning. Moreover, Biswalo (1996) and Ndimbuki and Mutie (1999) emphasize that occupational information in terms of valid and usable information about different career options, positions, duties, entrance requirements, conditions of work, reward and advancement patterns are very crucial in career choice hence, important for vocational trainees.

Brinkely and Joshi (2005) conducted a study in USA and found out that boys had greater intentions towards pursuing IT related careers than girls because they had

adequate information of IT related skills compared to girls. Furthermore, Biswalo (1996) argues that being knowledgeable about different careers helped individuals in eliminating by chance elements in the process of career choice from lists of careers world of work. One may argue that, having a long list of careers is a very important thing in the field of career choice and development.

Information and knowledge about careers are acquired by individuals in the entire process of their development, that is, from childhood through social learning (Kidd, 2006). Career information that is attained socially may enable students make right decisions earlier and pursue the subject combination that can lead to their dreams. Similarly a study conducted by Zacharia (2008) found out that source of career information and knowledge influence young people to join the army. The author also observed that students have more access to sources of career information such as media agents, teachers, books, parents, relatives and friends. Parents were also found to play a significant role in the provision of career information.

However, not all individuals have opportunities to access the modern career information sources, such as the internet, computers, videos and professional journals. Moreover, parents' biased information about careers may influence their children in making career choices.

2.9 Career Choices in Tanzania

Career choice in formal sector in Tanzania as currently practiced can be traced back to the colonial system when western education was introduced in Africa by missionaries and colonial administration. Missionaries and colonial educators

designed education programs whose main objectives was to prepare Africans girls and women for future roles as house wives and mothers while boys were educated for their supportive role in colonial administration (Puja, 2001). Both missionaries and the colonial administrations emphasized technical and vocational skills which aimed at ensuring the presence of the man power needed.

Placement of jobs during colonial times was done by missionaries. They controlled the type of careers available to Africans and number available (Eshwin1983). These careers were in gender bias whereby males were prepared to help colonial administration and females were prepared for their future careers. In the late period of colonial rule, African boys had access to higher level of education while the education of African girls emphasized child care skills which they obtained from studying domestic science.

Although most African countries become independent over forty years ago, school subjects are still views as being female and male. In Tanzania these stereotypical views are reflected in girls tendencies to enroll in domestic science, home economics, social sciences, and their professional or career choices (Mbilinyi 1991, Puja 2001). Therefore differences in career choices between females and males affect their careers. After independence Tanzania was facing shortage of indigenous skilled man power. Following the departure of colonial expatriates, a decision was reached to expand secondary school education to enable the country train people who will fill in the vacant posts (Malekele, 1983 and Omari, 1977). Unfortunately, education reforms did not address the gender stereotyping in education which emphasizes skills

in crafts and home economics as a way to prepare girls to be future wives and mothers. Secondary education in Tanzania was poorly developed during colonial rule and after independent it was promoted only on the basis of human power needs. Because women were seen basically as home makers, wives and mothers, they were completely absent from human power development plans.

Despite the expansion, the government still needed engineers, technicians, medical doctor and scientist, but there was and continuous to be gender stereotyping of careers. Since the establishment of free market economy and globalization, there have been more job openings provide opportunities for individuals to make choice about future career. Mugonzibwa (2000) reveals that the image of profession characteristics as the most important factors influencing career choice. Puja (2001), Nasania (2004) and Malekela (1977) revealed that gender stereotyping influences career choices.

2.10 Synthesis and Research Gap

In general, this review has revealed that belief in traditional gender roles, gender stereotyping of careers, persistent gender difference in career choice, and significant others play a big role in career choice among men and women. The review has also revealed the contribution of knowledge and sources of career information. It has also revealed that there are few studies in Tanzania conducted on the area. Although these have indicated or dealt with gender stereotyping yet they have not examined in detail its influence on career choice. Furthermore, no other study has been found to have examined that area. Therefore, the present study seeks to examine the relationship

among beliefs in tradition gender roles, explore persistence of gender stereotyping of careers, examine gender difference in career choice, role of social class in career choice and relationship between career availability and aspiration in order to establish the influence of gender stereotyping on career choice among secondary school students in Tanzania.

CHAPTER THREE

3.0 RESEARCH METHODS

3.1 Introduction

This chapter presents the design and area of the study area, target population, sample as well as sampling techniques that were used to obtain sampled schools and respondents. Moreover, the chapter presents methods of data collection, validity of instruments, data analysis, presentation, statistical procedures used, as well as ethical considerations.

3.2 Area of the Study

Cohen *et al.*, (2000) comments that it is very important for a researcher at the planning stage to clearly specify and define the area to be researched. The study was conducted in three districts namely; Kinondoni, Ilala and Temeke which are the districts in Dar es Salaam in the United of Republic of Tanzania.

The indigenous inhabitants of these three districts are Zaramo. Currently Dar es Salaam is multi-ethnic, having people from different regions of Tanzania, including others coming from outside Tanzania (URT, 2008). The people are busy with different economic activities such small, medium and large scale businesses. Also, in rural areas, most inhabitants are small peasants with little income. Some are workers in farms while others are employed as civil servants who have built their houses in their farms but work in the city (Hellela, 2001). Figure 3.1 presents the study area.

Figure 3.1: Map Showing the Location of the Study Area

3.3 Research Paradigm and Design

3.3.1 Research Paradigm

This study was set to examine the influence of gender stereotyping in career choice among secondary school students in Dar es Salaam. The study used quantitative approach in gathering direct opinions of respondents. The quantitative approach was used because the researcher wanted to gather objective information from many

respondents for making generalization as Best and Khan (2006) asserts for anyone wants to gather information from many respondents in order make generalization.

3.3.2 Design of the Study

Research design refers to the plan or procedure for gathering information, portraying when, from whom, and in what situation the information was obtained. Kothari (2004) defines research design as the conceptual structures within which the research will be conducted. It constitutes the blueprint for the collection, measurement and analysis of the data. The design helps the researcher to get relevant data to achieve the objectives of the study. Due to the nature of the study, a case study is considered to be the most appropriate design.

A case study design was selected on the basis that it provides an opportunity for a specific aspect to be studied in depth within a limited time. Secondly, a case study gives a fair and accurate account of the case in such a way that readers are allowed to penetrate the superficial record and check the researcher's interpretations by examining evidence on which the case study is built. Thirdly, a case study provides suggestions for intelligent interpretation of other similar cases (Cohen *et al*., 2000). This case study therefore, focused on a detailed analysis of individuals' experiences, on influence of gender stereotyping on career choice. In this line, Omari (2011) asserts that in a case study all parameters in time and space are studied in great depth.

3.4 Targeted Population

Target population is the group of interest on which the researcher intends to generalize the results (Kumar, 1999). The target population of this study was four

students in Kinondoni, Ilala and Temeke districts secondary schools. Form four students were considered in the study because, according to Tanzania education system, three students are streamed according to subjects such as arts, science and commercial. This is unlike in form one and two where all students take all academic subjects without specialization. Form three and four students have subject specialization which may in turn determine their career decisions (URT, 2006). Form four students also constitute a group of students who mark transition from adolescence to adulthood (the stage where different behavior, including career choice are tried, internalized and identified ready for adult roles (Lugoe, 1996; Santrock, 2005).

3.5 Sample and Sampling Procedures

The sample is a group of respondents drawn from the population in such way that the information obtained from the sample can be generalized on a population (Best and Khan, 2006; Cohen, Manion and Marrison, 2000).

3.5.1 Sample Size

It is not possible to deal with the entire targeted population, nor is it necessary, and therefore the study identified a portion of the population as a sample. Cohen *et al.* (2000) define a sample as strategic and purposive category of respondents who provide information for the study. According to Kombo & Tromp (2007), sampling is to sieve respondents from what one can draw conclusions concerning the population. The sample size chosen was 300 form four students as indicated in table 3.1. This sample was mainly influenced by the nature of the design.

Table 3.1: Sample Composition for the Study

S/N	School Name	Boys	Girls	Total Respondents
1.	Mbezi inn (rural) – Kinondoni	25	25	50
2.	Boko (Rural) – Kinondoni	25	25	50
3.	Makoka (Semi rural) – Kinondoni	25	25	50
4.	Kibasila (Urban) –Temeke	25	25	50
5.	Yusuph Makamba (Semi urban) – Kinondoni	25	25	50
6	Benjamin William Mkapa (urban) – Ilala	25	25	50
Total		**150**	**150**	**300**

Source: Field data, 2013

3.5.1.1 Selection of the Sampled Schools

Among all government schools in Dar es Salaam only, six schools were involved in this study. The choice was considered the representation of rural, semi rural, semi urban and urban. Each category, named earlier, constituted with two schools. From these procedures, six secondary schools were selected.

3.5.1.2 The Students as Respondents

Class attendance registers and enrolment particulars were obtained from offices of school heads and were used by the researcher to get lists of actual students available in four in each sampled school. In all six selected secondary school all four classes were included in the sample by the researcher in getting proportional percentage representation of respondents by school, grade and gender.

3.6 Instruments of Data Collection

The study used check list of careers and questionnaires to collect information from the students.

3.6.1 The Questionnaire

Ruane (2005) defines questionnaire as a self-contained, self-administered instruments for asking questions. Although questionnaire lacks the personal touch of the interview, it can be extremely efficient data collecting tool. In this study, questionnaires containing items that examined the effects of gender stereotyping on career choice among secondary schools students in Dar es was administered to appropriate three hundred (300) form four students from six schools of Kinondoni, Ilala and Temeke districts in Dar es Salam. The questionnaire is appended in appendix I

3.7 Validity and Reliability of Study Instrument

According to Omari (2011), the two concepts, validity and reliability, when borrowed from their mother discipline, i.e., psychometrics, are statistical abstractions. Their home is in educational assessments where they are the '*sine quo non*' of good assessment instruments. Therefore, we need both accuracy, i.e., validity and consistency, i.e., reliability, in measuring human attributes. Validity refers to the degree to which any inferences a researcher makes, based on the data one collects using a particular instrument, is supported by evidence (Kothari, 2004). Therefore, the coverage and relevance of the instruments to the problem under study were subject to content validity.

According to Cohen *et al.,* (2000) this entails the extent to which questions in the instruments cover the ground to be explored and convey the intended meaning to the respondents. The researcher incorporated the supervisor's comments as well in terms of relevance, coverage and consistency.

The meaning of reliability differs in quantitative and qualitative research. Reliability in quantitative research is essentially a synonym for dependability, consistency and replicability over time, over instruments and over groups of respondents. In this regard Cohen *et al.*, (2000) emphasize that for quantitative research to be reliable it must demonstrate that if it were to be carried out on a similar group of respondents in a similar context (however defined), then similar results would be found. In qualitative research, reliability can be regarded as a fit between what researchers' record as data and what actually occurs in the natural setting that is being researched. Best & Kahn (2006) adds that this is not to strive for uniformity; two researchers who are studying a single setting may come up with very different findings but both sets of findings might be reliable.

In order to realize the validity and reliability of the instruments, a pilot study will be conducted Perfect vision secondary school. The aim of the pilot study is to check the effectiveness of the instruments in tapping the required information for the study. Findings from the pilot study will be used to improve instruments quality. As Omari (2011) observes that the credibility of the research enterprise squarely hangs on the fulfillment of the requirements of validity and reliability of research instruments, and pilot testing. Furthermore, the reliability of the instruments was enhanced through the Statistical Package for Social Sciences, (SPSS, version 17.0).

3.8 Ethical Considerations in this Study

Research ethics refers to the type of the agreement that the researcher enters with the research participants. According to Best & Khan (2006) ethical issues in research

fall into one of the five categories, which are protection from stress, harm, or danger; informed consent; right to privacy; confidentiality; and honesty with professional colleagues. Before conducting the study, research permission was secure from the Vice Chancellor of the OUT.

Institutional consent was sought from the Dar es Salaam regional authorities including the Regional Administrative Secretary of Dar es Salaam, District Administrative Secretary of Kinondoni Municipality, and District Secondary Officer of Kinondoni Municipality.

The research permit was taken to the selected schools where discussions was held with the heads of the schools concerning purpose and objectives of the study, together with all processes that took place during the collection of the information from the students and class teachers. In each school, a collective consent was sought from the respondents. Thus, respondents willingly decided to participate in the study without any coercion. Furthermore, participants were assured that there was neither physical exercise nor harm of any sort and the information they provided was confidential, and that, it was not meant for any other purpose than the intended purpose of the study.

3.9 Data Analysis Techniques

Data obtained through rating scales were coded and total scores by major sections or items representing cluster was computed. Statistical Package for the Social Sciences (SPSS) was used to analyse quantitative data using cross tabulation method.

Qualitative information was typologically and manually analyzed by summarizing, and quoting salient views from subject teachers for the provision of more insight for explaining some findings of the study.

3.10 Summary of the Chapter

This chapter has presented research methodology. The chapter has shown how the research was conducted in a manner that produced anticipated results. The next chapter is about study findings/results.

CHAPTER FOUR

4.0 ANALYSIS AND PRESENTATION OF RESULTS

4.1 Introduction

This chapter deals with study findings which are presented in tables that show frequencies and percentages. The findings are presented under specific objectives of the study which are examining the knowledge of career requirements among secondary school students, identifying behaviours associated with masculine and feminine gender and examining the tasks associated with male and female gender.

4.2 General Characteristics of the Respondents

General characteristics are those features which identify one respondents or group of respondents from another. In this research, general characteristics of the respondents are sex of the respondents, age of the respondents, education and background of the respondents. Others are subject specialisation, name of the school as shown below:

4.2.1 Age of the Respondents

Table 4.1 shows that between the age of 17 and 19, boys were 124 (82.7%) and girls were 133 (75.3%). The age between 14 and 16, girls were 35 (23.3%) and boys were 18 (12%). There were no girls with the age between 23 and above.

The age of the respondents were important for this study because it also determine who was eligible to persue for further studies. According to rules and regulations of the Ministry of Education and Vocational Training of Tanzania, the eligible

candidate to continue with four five studies must have not above 25 years old. This means that, according to our data, three (2%) students were not eligible to continue with four five studies.

Table 4.1: Age of the Respondents

Age of respondents	Frequency		Percent	
	Boys	Girls	Boys	Girls
14-16	18	35	12	23.3
17-19	124	113	82.7	75.3
20-22	5	2	3.3	1.3
23-25	2	0	1.3	0.0
Above 25	1	0	0.7	0.0
Total	**150**	**150**	**100.0**	**100.0**

Source: Study Findings, 2013

4.2.2 Sex of the Respondents

Table 4.2 indicates that out of 300 respondents, 150 (50%) were male and 150 (50%) were female. This means that both male and female students were represented equally. It should be also noted that respondents' parents were coming from different regions and districts in Tanzania.

Table 4.2: Sex of the Respondents

Responses	Frequency	Percent
Male	150	50.0
Female	150	50.0

Table 4.2: Sex of the Respondents

Responses	Frequency	Percent
Male	150	50.0
Female	150	50.0
Total	**300**	**100.0**

Source: Study Findings, 2013

4.2.3 Levels of Education of the Respondents and Their Parents

Table 4.3 shows that the level of education among respondents (students) was form four. It also shows that the majority mothers (130 or 43%) of the respondents were standard seven leavers followed by those with form four level of education by 111 (37%). The majority of fathers of the respondents had form four education that counted 100 (33.3%) followed by those with standard seven education which counted for 97 (32.3%). There were was no illiterates among fathers' respondents, which there were 4 (1.3%) illiterate mothers.

Table 4.3: Levels of Education of the Respondents and their Parents

Level of education	Frequency		Percent	
	Father	Mother	Father	Mother
Standard vii	97	130	32.3	43.3
Form iv	100	111	33.3	37.0
Form six	47	25	15.7	8.3
diploma	14	9	4.7	3.0
Degree	32	18	10.7	6.0
Masters	7	2	2.3	0.7
PhD	3	1	1.0	0.3
Illiterate	0	4	0.0	1.3
Total	**300**	**300**	**100.0**	**100.0**

Source: Study Findings, 2013

The education levels of the parents were sought to determine if they had any influence in career choice among students. Studies conducted in Tanzania by Malekela (1977) and Puja (1981; 2001) as well as Nasania (2004) found out that parents' occupations, social economic status, family background, cultural beliefs, norms, values, significant others as well as gender stereotyping influence career aspiration of secondary school students. According to Bhalalusesa (2003) asserts that the school system is still dominated by gender bias. Not only are girls disadvantaged when it comes to access to education notably in the technical and engineering fields, but also in terms of the quality, relevance and appropriateness of the education and training received which reinforces the negative attitude of girls towards engineering and technical subjects and related careers.

4.2.4 Subjects Specialisation among Respondents

The results further show that in table 5, out of 300 respondents, 96 (32%) were male taking science subjects while female were 25 (8.3%). Females who were taking arts subjects were 80 (26.6%) of the respondents while males were 45 (15%). Males in business subjects were 39 (39%) while females were 15 (5%).

Table 4.4: Subjects Specialization among Respondents

Subject specialisation (combination)	Sex	Frequency	Percent
Take Science	Male	96	32.0
	Female	25	8.3
Take Arts	Male	45	15.0
	Female	80	26.6
	Male	39	13

Take Business	Female	15	5.0
	Total	**300**	**100.0**

Source: Study Findings, 2013

The results in table 4.4 imply that female were few in science and business subjects. Business subjects were also associated by scientific phenomena like calculations. Thus, girls were few in those subjected due to various reasons including believes that science subjects were for male.

4.2.5 Religions of the Respondents

Table 4.5 shows that Christians consisted of 85 (56.7%) girls and 76 (50.7%) boys. Muslims were 74 (49.3%) boys and 65 (43.3%) girls.

Table 4.5: Religions of the Respondents

Religions	Frequency		Percent	
	Male	Female	Male	Female
Christian	76	85	50.7	56.7
Islam	74	65	49.3	43.3
Total	**150**	**150**	**100.0**	**100.0**

Source: Study Findings, 2013

It has been observed by Shamrock (2005) that religion has an impact on career choice. He says that in Egypt, Islamic religion dictates that men's duty is to provide for his family and women's duty is to care for the family and house. In many cultures, such as Egypt and other countries where Muslim religion predominates, gender specific behavior is pronounced and females are not given access to high status positions. Thus this study wanted to understand the compositions of Christians and Muslims in secondary schools. The result show that there is no significant

different in accessing education between the two religions. Unfortunately, there was no respondent with no religion or with traditional religion.

4.2.6. Respondents' Fathers and Mothers' Work

The researcher wanted to know the occupation of parents of the respondents. Table 4.6 shows that 208 (69.3%) were self employed mothers whereas 82 (27.3%) were self employed fathers. It also shows that while employed fathers were 170 (56.7%), mothers were 68 (22.7%). Fathers who were farmers and pastoralists counted 26 (8.7%) of the respondents while women counted 24 (8%). It is also shown that there were fathers who were doing other jobs which were not specified. Unspecified work counted 22 (7.3%) of fathers.

Table 4.6: Respondents' Fathers and Mothers' Work

Requirements	Frequency		Percent	
	Father	Mother	Father	Mother
Employed	170	68	56.7	22.7
Self employed	82	208	27.3	69.3
Farmer and pastoralist	26	24	8.7	8.0
Others	22	0	7.3	0.0
Total	**300**	**300**	**100.0**	**100.0**

Source: Study Findings, 2013

The aim of looking for this information was to understand the background of the respondents which could, among other things, to determine the career choice of the respondents. Studies conducted in Tanzania by Malekela (1977) and Puja (1981; 2001) as well as Nasania (2004) found out that parents' occupations, social economic status, family background, cultural beliefs, norms, values, significant others as well

as gender stereotyping influence career aspiration of secondary school students. Similarly, research conducted by Mortimer, Stevens and Ryu (1992) found out that family background influences career choices, education and economic status. That is, some parents, especially in lower class or lower income parents may hold value that places females in home maker role.

4.2.7. Number of Male and Female Siblings of the Respondents

Family structure was sought for the purpose of establishing respondents' social and environmental relationships. The results as indicated in table 8 show that 286 (95.3%) and 285 (95%) respondents had 1-5 male and female siblings respectively. The table also shows that 12 (4%) respondents had 6-10 female and male siblings each. While 2 (0.7%) indicated the number male siblings were between 11 and 15, female sibling was 1 (0.3%). Likewise, 1 (0.3%) respondents had between 16 and 20 female and male siblings each.

Table 4.7: Number of Male and Female Siblings of the Respondents

Number of siblings	Frequency		Percent	
	Male	Female	Male	Female
1-5	285	286	95.0	95.3
6-10	12	12	4.0	4.0
11-15	2	1	0.7	0.3
16-20	1	1	0.3	0.3
Total	**300**	**300**	**100.0**	**100.0**

Source: Study Findings, 2013

It should be noted that siblings have impact to the life of individuals. According to environmental conditions and events is that generally some factors are outside of the

person's control and can involve a wide variety of cultural, social, political, and economic forces. For example, family traditions, such as attending a particular college or selecting a certain college major, can influence which college and major he or she selects. Hansen (2009) reports that external influences that helps to shape an individuals' career choice are also influenced by significant others through social support from peers. Young (1985) denotes that young adults through interaction with the context of family, school and community learn about and explore careers which ultimately lead to their career choice. Zacharia (2008) suggest that adolescents' own aspirations are influenced by their parent's aspirations or expectations.

4.3 Findings According to Specific Objectives of the Study

This study was guided by three objectives. These are to examine the knowledge of career requirements among secondary school students, to identify behaviours associated with masculine and feminine gender, and to examine the tasks associated with male and female gender. The findings of each objective of this study were as shown hereafter.

4.3.1 Examining the Knowledge of Career Requirements among Secondary School Students

The first objective of this study was to examine the knowledge of career requirements among secondary school. The aim of this objective was to understand whether secondary school students had enough knowledge on career requirement. The following were the results obtained from respondents through indicating the subjects and behaviours need by various professions.

4.3.1.1 Knowledge on Career Requirements on Science Subjects

Understanding of respondents on science subjects' requirements and their professions were examined in order to understand the knowledge of respondents on the said subjects. The following were the results:

4.3.1.1.1 Knowledge of Requirements for Joining Medical Professions

Table 4.8 indicates that for those who want to be doctors, they must study Biology, Chemistry and Physics. Mathematics also showed significant influence as among the subjects to undertake for a person who wanted to be a doctor. Biology got 146 (33.2%) for male and 145 (31.5%) for female. Chemistry got 102 (23.2%) for male and 93 (20.2%) for female. Physics got 99 (21.5%) for female and 67 (15.3%) for male respondents. Again, Mathematics counted 75 (17.1%) for male and 59 (12.8%) female. The table also shows that in order for a person to be a nurse must take Biology, Chemistry, Physics, and Mathematics. In this context, Biology subject counted 145 (26.6%) male and 138 (24.2%) female responses. Chemistry counted 131 (24%) male and 80 (14%) female responses, and Physics counted 56 (9.8%) female and 54 (9.9%) male responses. Mathematics counted 55 (9.6%) female and 53 (9.7%) male responses.

Table 4.8: Knowledge Requirements for Joining Medical Professions

Suggestions on requirements	Medical Professions								
	Doctor			Nurse			Pharmacist		
	Male	Female	Male %	Male	Female	Male %	Male	Female	Male %

Mathematics	75	59	17.1	53	55	9.7	78	57	14.9
B/ keeping & commerce	1	2	0.2	3	5	0.6	10	16	1.9
Civics	3	1	0.7	10	38	1.8	6	8	1.1
Physics	67	99	15.3	54	56	9.9	65	36	12.5
chemistry	102	93	23.2	131	80	24.0	124	85	23.8
Biology	146	145	33.2	145	138	26.6	120	126	23.0
Geography	10	22	2.3	9	21	1.7	24	24	4.6
Religion	1	4	0.2	6	2	1.1	4	7	0.8
History	2	1	0.6	5	7	0.9	5	6	1.0
Kiswahili	10	12	2.3	62	73	11.4	34	46	6.5
English	22	23	5.0	67	95	12.3	52	66	10.0
Total	**439**	**461**	**100.0**	**545**	**570**	**100.0**	**522**	**477**	**100.0**

Source: Study Findings, 2013

The response for the ones who wanted to become a pharmacist was as indicated in table 4.8 above. The table below shows that Biology was understood as a requirement for joining the medical professional by 126 (26.4%) female and 120 (23%) male responses. Chemistry had 124 (23.8%) males and 85 (17.8%) females responses. Mathematics counted 78 (14.9%) male and 57 (11.9%) female responses. Physics had 65 (12.5%) males and 36 (7.5%) females responses. English also was among the subjected with higher scores as it counted 66 (13.8%) females and 52 (10%) males response.

Table 4.9: Knowledge of Requirements for Joining Agriculture and Animal Professions

Suggestions on requirements	Agriculture, Fisheries and Animal Professions											
	Veterinary Scientist			Agriculturist			Animal husbandry			Fisheries		
	M	F	M %	M	F	M %	M	F	M%	M	F	M %
Mathematics	75	52	15.7	74	53	15.8	43	33	8.8	67	70	13.1

B/ keeping & commerce	15	52	3.1	20	44	4.3	25	23	5.1	45	61	8.8
Civics	10	24	2.1	6	10	1.3	16	9	3.3	10	54	2.0
Physics	28	20	5.9	12	9	2.6	10	15	2.1	38	42	7.4
chemistry	99	81	20.8	80	82	17.1	76	56	15.6	34	31	6.6
Biology	142	75	29.8	132	108	28.3	123	111	25.3	67	32	13.1
Geography	65	148	13.6	102	174	21.8	103	122	21.2	123	108	24.0
Religion	5	16	1.0	1	2	0.2	3	5	0.6	7	11	1.4
History	4	10	0.8	6	11	1.3	9	20	1.9	19	25	3.7
Kiswahili	12	36	2.5	13	21	2.8	22	45	4.5	40	56	7.8
English	22	39	4.6	21	33	4.5	56	57	8.8	62	41	12.1
Total	**477**	**553**	**100.0**	**467**	**547**	**100.0**	**486**	**496**	**100.0**	**512**	**531**	**100.0**

Source: Study Findings, 2013

4.3.1.1.2 Knowledge of Requirements for Joining Agriculture and Animal Professions

Table 4.9 shows that respondents who know that those who wanted to be veterinary scientist had to take Biology subject which were 142 (29.8%) male and 75 (29.8%) female, Geography counted 148 (26.8%) female and 65 (13.6%) male, and Chemistry counted 99 (20.8%) male and 81 (14.6%) female respondents. Mathematics also counted 75 (15.7%) for male and 52 (9.4%) for female respondents. The table also indicates that for the one who want to be agriculturalist, he/she must study Geography Biology and Chemistry. Geography counted 174 (31.8%) female and 102 (21.8%) male responses. While Biology subject counted 132 (28.3%) male and 108 (19.7%) female responses, Chemistry counted 82 (15%) female and 80 (17.1%) male responses.

When respondents were asked about the kind of subjects which have to be opted by students opting for animal husbandry, must undertake, the results were as indicated in table 4.9 above. The results show that respondents who thought that Biology subject was to be opted for one to become a veterinary were 123 (25.3%) male and 111 (22.4%) female responses. While Geography subject were 122 (24.6%) female and 103 (21.2%) male responses, Chemistry counted 76 (15.6%) male and 56 (11.3%) female responses. Table 10 also shows that for persons to become fisheries required to undertake varieties of subject. However, among the subjects which acquired high scores were; Geography with 123 (24%) male and 108 (20.3%) female responses; Mathematics had 70 (13.2%) female and 67 (13.1%) male responses. 62 (12.1%) male and 41 (7.7%) female responses were for English. Book keeping and commerce counted 61 (11.5%) female and 45 (8.8%) male responses. This showed that respondents were not aware that a fishery is among scientific subjects.

4.3.1.1.3 Knowledge of Requirements for Joining Engineering Profession

Another science profession which its subjects were asked among respondents was engineer. The responses were as indicated in table 11. The responses in the table below show that Physics counted 136 (25.6%) male and 128 (20.5%) female. Mathematics counted 120 (22.6%) male and 117 (18.8%) female responses, and Chemistry counted 98 (18.4%) and 88 (14.1%) female responses. Geography counted 64 (12%) male and 52 (8.3%) female respondents. However, English also counted high scores as 66 (10.6%) female and 54 (10.2%) male respondents.

Table 4.10: Knowledge of Requirements for Joining Engineering Profession

Suggestions on requirements	Frequency		Percent	
	Male	Female	Male	Female
Mathematics	120	117	22.6	18.8
Book keeping and commerce	4	17	0.8	2.7
Civics	7	21	1.3	3.4
Physics	136	128	25.6	20.5
chemistry	98	88	18.4	14.1
Biology	30	53	5.6	8.5
Geography	64	52	12.0	8.3
Religion	1	10	0.2	1.6
History	8	15	1.5	2.4
Kiswahili	10	57	1.9	9.1
English	54	66	10.2	10.6
Total	**532**	**624**	**100.0**	**100.0**

Source: Study Findings, 2013

4.3.1.1.4 Knowledge of Requirements for Joining Teaching Professions

Table 4.11 shows that for a person to be a teacher at primary schools, one must study as many subjects as possible i.e. Kiswahili, English, Mathematics, Civics, Geography and Biology. Table 26 shows that Kiswahili counted for 147 (16.4%) female and 143 (14.7%) male responses. English subject had 145 (14.9%) male and 86 (9.6%) female responses. Mathematics had 150 (15.4%) male and 128 (14.3%) female responses. Civics subject had 134 (13.8%) male and 130 (14.5%) female responses. Geography counted 142 (15.8%) female and 102 (10.5%) male responses, and Biology counted 157 (16.1%) male and 85 (9.5%) female responses.

Table 4.11: Knowledge of Requirements for Joining Teaching Professions

Suggestions on requirements	Teaching Professions								
	Primary school teacher			Teaching Generally			Pastor/ Sheikh		
	Male	Female	Male %	Male	Female	Male %	Male	Female	Male %
Mathematics	150	128	15.4	121	138	9.1	21	23	5.4
B/ keeping & commerce	6	20	0.6	134	93	10.1	6	11	1.5
Civics	134	130	13.8	102	126	7.7	45	60	11.6
Physics	10	22	1.0	153	99	11.5	4	3	1.0
chemistry	11	18	1.1	140	105	10.6	7	1	1.8
Biology	157	85	16.1	136	109	10.2	6	2	1.5
Geography	102	142	10.5	121	125	9.1	10	16	2.6
Religion	33	42	3.4	60	87	4.5	130	137	33.4
History	83	77	8.5	119	112	9.0	23	35	5.9
Kiswahili	143	147	14.7	115	128	8.7	73	71	18.8
English	145	86	14.9	126	114	9.5	64	66	16.5
Total	**974**	**897**	**100.0**	**1327**	**1236**	**100.0**	**389**	**425**	**100.0**

Source: Study Findings, 2013

Table 4. 11 above shows that for a person to be a general teacher must study many subjects. The table shows that a professor has to study all subject. This is due to the fact that professors are many as the subjects are. For example Mathematics subject counted 12 (9.1%) male and 138 (11.2%) female; Civics counted 102 (7.7%) male and 126 (10.2%) female responses. Geography counted 121 (9.1%) male and 125 (10.1%) female responses. History subject had 119 (9%) male and 112 (9.1%) female responses.

However, the table shows that religion subject was not among favourable for professors. It also shows that for a person to become a pastor/sheikh should study the following subjects; religion subject which counted 137 (32.2%) female and 130 (33.4%) male responses. Kiswahili had 73 (18.8%) male and 71 (16.7%) female. 66 (15.5%) female and 64 (16.5%) male responses were for English subject. The table also shows that Civics counted 60 (14.1%) female and 45 (11.6%) male responses.

4.3.1.1.5 Knowledge on Requirements for Joining Journalism and Social work Professions

The responses for the knowledge of journalism are indicated in table 13 below. The table shows that English subject had 140 (21.7%) male and 124 (18.3%) female responses. Kiswahili had 129 (20%) male and 133 (19.6%) female responses. 137 (21.2%) male and 87 (12.8%) female responses were for History, and Geography counted 119 (17.5%) female and 81 (12.5%) male responses. Civics counted 127 (18.7%) female and 100 (15.5%) male responses.

Table 4.12: Knowledge of Requirements for Joining Journalism and Social Work Professions

Suggestions on requirements	Journalism and Social work Professions					
	Journalism			Social work		
	Male	Female	Male %	Male	Female	Male %
Mathematics	34	56	5.3	47	38	6.5
B/ keeping & commerce	10	19	1.5	81	90	11.1
Civics	100	127	15.5	150	132	20.6
Physics	1	4	0.2	4	9	0.6

chemistry	2	1	0.3	3	11	0.4
Biology	12	9	1.9	34	42	4.7
Geography	81	119	12.5	104	109	14.3
Religion	-	-	-	14	22	1.9
History	137	87	21.2	91	76	12.5
Kiswahili	129	133	20.0	101	89	13.9
English	140	124	21.7	98	86	13.5
Total	**646**	**679**	**100.0**	**727**	**704**	**100.0**

Source: Study Findings, 2013

Table 4.12 above shows that a person who wants to study social work as a profession must undertake varieties of subjects. It shows that Civics had 150 (20.6%) male and 132 (18.8%) female responses. Geography had 109 (15.5%) female and 104 (14.3%) male responses. 1801 (13.9%) male and 89 (12.6%) female responses were for Kiswahili. The table also shows that English counted 98 (13.5%) male and 86 (12.2%) female responses, and book keeping and commerce counted 90 (12.8%) female and 81 (11.1%) male.

4.3.1.1.6 Knowledge of Requirements for Joining Finance Professions

Table 4.13 shows that for a person to be an accountant must study Mathematics which counted 146 (37%) male and 129 (26.5%) female responses. Commerce and Book keeping counted 139 (28.6%) female and 121 (30.6%) male responses. English subject counted 84 (17.3%) female and 45 (11.4%) male responses.

Table 4.13: Knowledge of Requirements for Joining Finance Professions

Suggestions on requirements	Journalism and Social work Professions					
	Accountant			Bank officer		
	Male	Female	Male %	Male	Female	Male %
Mathematics	146	129	37.0	127	124	25.3
B/ keeping & commerce	121	139	30.6	139	136	27.7
Civics	21	50	5.3	40	28	8.0
Physics	8	11	2.0	8	9	1.6
chemistry	6	5	1.5	8	5	1.6
Biology	8	4	2.0	5	12	1.0
Geography	18	14	4.6	12	16	2.4
Religion	2	5	0.5	1	3	0.2
History	7	20	1.8	6	15	1.2
Kiswahili	13	25	3.3	65	75	13.0
English	45	84	11.4	90	96	18.0
Total	**395**	**486**	**100.0**	**501**	**519**	**100.0**

Source: Study findings, 2013

The responses on those who want to be bank officers were as indicated in table 4. 4 above. It shows that book keeping and Commerce had 139 (27.7%) male and 136 (26.2%) female responses. Mathematics subject counted 127 (25.3%) male and 124 (23.9%) female, and 96 (18.5%) female and 90 (18%) male responses were for English.

4.3.2. Identifying Behaviours Associated with Masculine and Feminine Gender

The second objective of this study was to identify behaviours associated with masculine and feminine gender. The aim of this objective was to understand whether gender behaviours had effects on career choices between male and female. The following were the results which were obtained from respondents who associated some of the behaviours with gender.

Table 4.14: Male and Female Indication of Behaviours Associated With Female Gender

Suggestions on requirements	Frequency		Percent	
	Male	Female	Male	Female
Warm	99	102	13.0	8.1
Yielding	102	121	13.4	9.7
Willing to take risks	4	12	0.5	1.0
Understanding	7	10	0.9	0.8
Masculine	4	10	0.5	0.8
Childlike	7	5	0.9	0.4
Self reliance	42	61	5.5	4.9
Cheerful	97	101	12.7	8.1
has leadership skills	3	27	0.4	2.2
Does not use harsh language	41	65	5.4	5.2
Independent	52	121	6.8	9.7
Athletics	43	126	5.6	10.1
Soft spoken	121	85	15.9	6.8
Feminine	35	16	4.6	1.3
Forceful	5	189	0.7	15.1
Shy	78	72	10.2	5.8
Loyal	5	3	0.7	0.2
Acts as leader	9	40	1.2	3.2
Affectionate	2	4	0.3	0.3
Dominant	7	82	0.9	6.5
Total	**763**	**1252**	**100.0**	**100.0**

Source: Study Findings, 2013

4.3.2.1 Male and Female Indication of Behaviours Associated with Females

Table 4.14 indicates that 121 (9.7%) females and 102 (13.4%) male said that females had yielding behaviour. 121 (15.9%) males and 85 (6.8%) females showed that female had soft spoken behaviour. The table also shows that 102 (8.1%) female and 99 (13%) males indicated warm behaviour for females. It also shows that cheerful

behaviour among female counted 101 (8.1%) females and 97 (12.7%) males respondents while forceful behaviour among women counted 189 (15.1%) females and 5 (0.7%) males responses.

In this regards, Eagly (1987) asserts that although men were somewhat more aggressive on the average, sex differences were inconsistent in their study. This implied that girls had motherly behaviours than girls.

4.3.2.2 Male and Female Indication of Behaviours Associated With Male Gender

Table 4.15 indicates that males who behaved masculine were 143 (8.5%) of the male responses and 113 (7.9%) of the female responses. Those with forceful behaviour counted 134 (8%) of males responses and 76 (5.3%) of female responses, athletics male counted for102 (6.1%) of male responses and 80 (5.6%) of female responses. It further shows that for 102 (6.1%) of male responses and 75 (5.2%) of females responses said that willing to take risks was among the behaviours of male. The dominant behaviour among males counted for 93 (5.6%) responses from males and 62 (4.3%) responses from females.

Table 4.15: Male and Female Indication of Behaviours Associated With Male Gender

Suggestions on requirements	Frequency		Percent	
	Male	Female	Male	Female
Warm	4	3	0.2	0.2
Yielding	31	12	1.9	0.8
Willing to take risks	102	75	6.1	5.2
Understanding	45	6	2.7	0.4
Masculine	143	113	8.5	7.9

Childlike	1	13	0.1	0.9
Self reliance	67	41	4.0	2.9
Cheerful	16	31	1.0	2.2
Has leadership skills	45	24	2.7	1.7
Does not use harsh language	3	31	0.2	2.2
Independent	46	38	2.7	2.7
Athletics	102	80	6.1	5.6
Soft spoken	4	54	0.2	3.8
Self sufficient	31	35	1.9	2.4
Sympathetic	9	11	0.5	0.8
Strong personality	8	10	0.5	0.7
Tender	7	11	0.4	0.8
Willing to take a stand	53	42	3.2	2.9
Compassionate	21	26	1.3	1.8
Individualistic	53	56	3.2	3.9
Flatterable	23	64	1.4	4.5
Analytical	45	45	2.7	3.1
Feminine	2	13	0.1	0.9
Gentle	32	17	1.9	1.2
Competitive	52	42	3.1	2.9
Loves children	6	14	0.4	1.0
Ambitious	46	24	2.7	1.7
Gullible	92	60	5.5	4.2
Assertive	31	17	1.9	1.2
Sensitive to the needs of others	19	24	1.1	1.7
Aggressive	92	54	5.5	3.8
Eager to soothe hurt feelings	14	35	0.8	2.4
Defend own behalf	46	22	2.7	1.5
Forceful	134	76	8.0	5.3
Makes decision easily	56	41	3.3	2.9
Shy	2	12	0.1	0.8
Loyal	4	17	0.2	1.2
Acts as leader	61	34	3.6	2.4
Affectionate	32	44	1.9	3.1
Dominant	93	62	5.6	4.3
Total	**1673**	**1429**	**100.0**	**100.0**

Source: Study Findings, 2013

Table 4.16: Male and Female Indication of Behaviours Associated With Both Male and Female Gender

Suggestions on requirements	Frequency		Percent	
	Male	Female	Male	Female
Warm	145	137	6.4	4.1
Yielding	98	107	4.4	3.2
Willing to take risks	67	39	3.0	1.2

Understanding	123	115	5.5	3.4
Masculine	4	19	0.2	0.6
Childlike	21	79	0.9	2.4
Self reliance	76	101	3.4	3.0
Cheerful	76	153	3.4	4.6
has leadership skills	79	122	3.5	3.7
Does not use harsh language	68	121	3.0	3.6
Independent	46	139	2.0	4.2
Athletics	38	65	1.7	1.9
Soft spoken	49	61	2.2	1.8
Self sufficient	67	91	3.0	2.7
Sympathetic	43	63	1.9	1.9
Strong personality	51	87	2.3	2.6
Tender	39	62	1.7	1.9
Willing to take a stand	47	79	2.1	2.4
Compassionate	61	131	2.7	3.9
Individualistic	69	37	3.1	1.1
Flatterable	23	33	1.0	1.0
Analytical	56	88	2.5	2.6
Feminine	4	13	0.2	0.4
Gentle	89	81	4.0	2.4
Competitive	72	76	3.2	2.3
Loves children	42	65	1.9	1.9
Ambitious	62	85	2.8	2.5
Gullible	31	57	1.4	1.7
Assertive	58	85	2.6	2.5
Sensitive to the needs of others	72	87	3.2	2.6
Aggressive	37	57	1.6	1.7
Eager to soothe hurt feelings	23	74	1.0	2.2
Defend own behalf	70	73	3.1	2.2
Forceful	29	32	1.3	1.0
Makes decision easily	33	65	1.5	1.9
Shy	17	56	0.8	1.7
Loyal	61	186	2.7	5.6
Acts as leader	54	137	2.4	4.1
Affectionate	99	107	4.4	3.2
Dominant	51	72	2.3	2.2
Total	**2250**	**3337**	**100.0**	**100.0**

Source: Study findings, 2013

4.3.2.3 Male and Female Indication of Behaviours Associated with Male and Female Gender

Table 4.16 shows that there is much behaviour shared by both sex. For example, warmness counted 145 (6.4%) of male responses and 137 (4.1%) of female

responses. While understanding counted 123 (5.5%) of male responses and 115 (3.4%) of female responses, cheerful behaviour counted 153 (4.6%) of female responses and 76 (3.4%) of male responses.

4.3.3 Examining the Tasks Associated With Male and Girl child

The third objective of this study was to examine the extent to tasks performed at respondents' society were associated with male and female. The aim of this objective was to establish the magnitude of tasks performed by a particular gender. This was sought through questions that demanded respondents to associated tasks with gender. The following were the findings regarding to this objective.

4.3.3.1 Male and Female Indication of Tasks Associated With Boy Child

Table 4.17 shows that those who thought that the task of male was to take care of cows and goats for male were 113 (19%) males and 114 (17.85%) females. The table also shows that cutting grass was considered to be a task for male by 101 (16.9%) males and 99 (15.4%) females. The table shows that feeding chicken and goats counted for 99 (16.6%) males and 49 (7.6%) females. Table 4.55 shows that most activities related to male were outdoor ones.

Table 4.17: Male and Female Indication of Tasks Associated With Boy Child

Suggestions on requirements	Frequency		Percent	
	Male	Female	Male	Female
Cooking	1	2	0.2	0.3
Feeding children	3	8	0.5	1.2
Weeding	41	39	6.9	6.1

Feeding chicken and goats	99	49	16.6	7.6
Cutting grass	101	99	16.9	15.4
Sewing clothes	21	24	3.5	3.7
Washing parents' clothes	2	17	0.3	2.7
Serving food	4	9	0.7	1.4
Emptying dustbins	51	30	8.6	4.7
Cleaning the house for chicken and goats	12	23	2.0	3.6
Pounding grains	9	11	1.5	1.7
Sweeping the house (inside and outside)	2	7	0.3	1.1
Mopping the house	3	10	0.5	1.6
Fetching water	31	32	5.2	5.0
Washing dishes	2	7	0.3	1.1
Fetching firewood	23	52	3.9	8.1
Going to the market	39	60	6.5	9.4
Shopping	19	24	3.2	3.7
Taking care of cows and goats	113	114	19.0	17.8
Watering the garden	20	24	3.4	3.7
Total	**596**	**641**	**100.0**	**100.0**

Source: Study findings, 2013

4.3.3.2. Male and Female Indication of Tasks Associated with the Girl Child

Table 4.18 indicates that 115 (10.9%) female and 108 (11.2%) male responses showed that female's task was to feed the children. The task of cooking took 101 (9.6%) of female responses and 100 (10.4%) of male responses. Serving food among female counted 105 (10%) of female responses and 93 (9.7%) of male responses. Most of indoor tasks associated with female were as indicated in table 4.19 below.

Table 4.18: Male and Female Indication of Tasks Associated with Girl Child

Suggestions on requirements	Frequency		Percent	
	Male	Female	Male	Female
Cooking	100	101	10.4	9.6
Feeding children	108	115	11.2	10.9

Weeding	6	10	0.6	1.0
Feeding chicken and goats	8	9	0.8	0.9
Cutting grass	2	12	0.2	1.1
Sewing clothes	5	6	0.5	0.6
Washing parents' clothes	72	32	7.5	3.0
Serving food	93	105	9.7	10.0
Emptying dustbins	13	17	1.3	1.6
Cleaning the house for chicken and goats	57	49	5.9	4.7
Pounding grains	84	89	8.7	8.5
Sweeping the house (inside and outside)	70	99	7.3	9.4
Mopping the house	98	108	10.2	10.3
Fetching water	28	23	2.9	2.2
Washing dishes	76	118	7.9	11.2
Fetching firewood	81	69	8.4	6.6
Going to the market	2	6	0.2	0.6
Shopping	19	30	2.0	2.9
Taking care of cows and goats	2	4	0.2	0.4
Watering the garden	39	50	4.0	4.8
Total	**963**	**1052**	**100.0**	**100.0**

Source: Study findings, 2013

4.3.3.3. Male and Female Indication of Tasks Associated with the Male and Female Gender

Table 4.19 shows that 133 (7.8%) female response and 109 (11.7%) male responses said that both sex's task was to sew clothes. The table also indicates that go to shopping for both male and female counted 149 (8.8%) female responses and 54 (5.8%) male responses. Weeding counted 102 (6%) female responses and 101 (10.8%) male responses. It further shows that fetching water for both male and female counted 133 (7.8%) female responses and 49 (5.3%) male responses. It also shows those washing parents' clothes for both male and female counted 135 (7.9%) female responses and 45 (4.8%) male responses.

Table 4.19: Male and Female Indication of Tasks Associated with the Male and Female Gender

Suggestions on requirements	Frequency		Percent	
	Male	Female	Male	Female
Cooking	32	64	3.4	3.8
Feeding children	13	43	1.4	2.5
Weeding	101	102	10.8	6.0
Feeding chicken and goats	54	89	5.8	5.2
Cutting grass	17	66	1.8	3.9
Sewing clothes	109	133	11.7	7.8
Washing parents' clothes	45	135	4.8	7.9
Serving food	26	68	2.8	4.0
Emptying dustbins	98	91	10.5	5.3
Cleaning the house for chicken and goats	59	100	6.3	5.9
Pounding grains	43	62	4.6	3.6
Sweeping the house (inside and outside)	43	80	4.6	4.7
Mopping the house	19	62	2.0	3.6
Fetching water	49	133	5.3	7.8
Washing dishes	34	64	3.7	3.8
Fetching firewood	27	46	2.9	2.7
Going to the market	23	70	2.5	4.1
Shopping	54	149	5.8	8.8
Taking care of cows and goats	4	53	0.4	3.1
Watering the garden	81	92	8.7	5.4
Total	**931**	**1702**	**100.0**	**100.0**

Source: Study findings, 2013

The results show that there were some common tasks performed by both male and female. These kinds of task were neither male nor female oriented. However, there some activities like sewing which were male dominated were then shared by both male and female.

4.4 Summary of the Chapter

This chapter has presented the findings or results. The examination of the effects of gender stereotyping on career choice among secondary school students in Dar es Salaam was analysed and presented in tables. The next chapter concentrates on discussions of the study findings.

CHAPTER FIVE

5.0 DISCUSSION OF RESULTS

5.1 Introduction

This chapter deals with the discussion of the results. The discussion is based on the three main objectives of the study which were; examining the knowledge of career requirements among secondary school students, identifying gender differences in career choice among secondary school students, examining the extent to which gender stereotyping beliefs influence career choices among secondary school students.

5.2 General Characteristics of the Respondents

The study sought data and information from 300 form four students. Both male and female students were represented equally. This means that male was 150 while females were also 150. The issue of subject specialisation between male and female showed that science subjects were dominated by male while arts subjects were dominated by female. While males were 96 (32%) students taking science subjects, females were 25 (8.3%). Likewise, in business subjects, male were also dominant. They were 39 (13%) compared to 15 (5%) respondents. However, female were 80 (26.5%) respondents who were taking arts subjects compared to 45 (15%) male students.

The results implied that subjects with Mathematics element were not preferred by female. This might due to various reasons including; individual interest, social and

cultural construction and lack of motivation among subject takers. It has also viewed by Archer and Lloyd (2002) that choice of subjects can be traced back from form three in secondary school, where students are grouped into either science or arts streams. The choice of subjects determines students' future career. Beliefs about what is appropriate for females or males in the occupational sphere form part of an interrelated system which includes, in the early years, interests, aspirations and opportunities in particular types of school subjects, which later on forms the basis for occupational decision. Puja (2001) reveals that there are gender differences in career choices as well in subject choice and specialization. Females concentrated in social sciences and seek careers related to that field, and males were mostly in natural science. Furthermore, Galabawa (1996) reported that girls lacked interest in mathematics and natural sciences. From aforementioned girls decision making and choices of future career can be negatively affected.

5.3 Knowledge of Career Requirements among Secondary School Students

The knowledge of career requirement among secondary school students were examined through indication of necessary subjects required for a one to join a particular profession as well as matching occupations and behaviours. The results revealed that secondary school students were aware of career requirements. Students were able to march subject specialisation (combination). Likewise they were aware of some of behaviours a particular profession must have. For example, they managed to identify science, arts and commercial subjects and the behaviours of different professions. This implied that students had information about subject specialisation and therefore their career choice. In this regard, Kidd (2006) contends that

information and knowledge about careers are acquired by individuals in the entire process of their development, that is, from childhood through social learning. Career information that is attained socially may enable students make right decisions earlier and pursue the subject combination that can lead to their dreams. Similarly a study conducted by Zacharia (2008) found out that source of career information and knowledge influence young people to join the army. The author also observed that students have more access to sources of career information such as media agents, teachers, books, parents, relatives and friends.

However, it was observed by the findings that apart from appropriate match of subject specialisation and indications of behaviours to some occupations, there was little understanding among respondents on some professions and the behaviours of some of occupation. For example, respondents were not aware of fisheries and woodwork as science subjects. For example, Chemistry on woodwork got 4% male and female responses each. As a result, these professions were given least scores of science subjects. For example, it was learnt that students were not aware to understand that willing to take risks and analytical behaviours were the most behaviours necessary for a professor and pilot just to mention a few. They counted 5 (3.1%) male responses and 4 (2.9%) for willing to take risks to a professor, and 10 (5.6%) male responses and 3 (1.4%) female responses to a pilot. For analytical behaviour, professor got 10 (6.3%) male response and 7 (5%) female responses while a pilot got 9 (5%) male responses and 5 (2.3%) female responses. The data indicate that female legged behind despite the fact that even male were not aware of what is said here. Generally, this might due to lack of appropriate information about different

professions. In this regard, Biswalo (1996) argues that being knowledgeable about different careers helped individuals in eliminating by chance elements in the process of career choice from lists of careers world of work. One may argue that, having a long list of careers is a very important thing in the field of career choice and development. Mugonzibwa (2000) reveals that image of profession characteristics as the most important factors influencing career choice.

5.4 Gender Behaviours Associated with Masculine and feminine

Gender behaviours associated with masculine and feminine career choice among school students were identified through matching behaviours with sex (male, female or both). According to the behaviours shown by male, female and both, the results showed that male and female had their own career choice that marked their differences. The data show that male's behaviours were harder or aggressive than those of female. For example, the results revealed that male behaviour on masculine were 143 (8.5%) of the male responses and 113 (7.9%) of the female responses; forceful behaviour counted 134 (8%) of males responses and 76 (5.3%) of female responses; athletics male counted 102 (6.1%) of male responses and 80 (5.6%) of female responses. It further shows that 102 (6.1%) of male responses and 75 (5.2%) of female responses said that willing to take risks was among the behaviour of male.

However, the results show that female behaviours were different from male. The results revealed that 121 (9.7%) female and 102 (13.4%) male said that female had yielding behaviour; 121 (15.9%) male and 85 (6.8%) female showed that female had soft spoken behaviour; 102 (8.1%) female and 99 (13%) male indicated warm

behaviour for female; cheerful behaviour among female counted 101 (8.1%) female and 97 (12.7%) male respondents. When one looks at both female and male results, still show the said variations. For example, the data showed that both male and female had the following most common behaviour; warm counted 145 (6.4%) of male responses and 137 (4.1%) of female responses. While understanding counted 123 (5.5%) of male responses and 115 (3.4%) of female responses, cheerful behaviour counted 153 (4.6%) of female responses and 76 (3.4%) of male responses.

These results of behaviours between male and female lead to gender differences in career choice. Male seemed to prefer active (aggressive) behaviours but female preferred soft behaviours like cheerful, warm etc which, according to our culture, signified soft occupation. These kinds of behaviours are associated with various factors. Archer and Lloyd (2002) argue that traditional gender roles sustain gender stereotypes. For instance, in many societies males are supposed to be assertive, aggressive and independent as well as task oriented, whereas females are seen as more sensitive, gentle, dependent, emotional, and people oriented. These results implied that boys were created to imitate what their society was doing in accordance to their tradition and beliefs.

Although there are differences between male and female, the results also demonstrate that there are similarities. It was revealed by this study through interview with teachers that female and male have common in understand if they had given equal chance of learning. For example, Super's Self Concept Theory (Super, 1967) believes that individual self concept plays a central role in career choice.

Generally, males and females behave different. Their behaviour differences in their behaviours lead to different career choice between male and female. The behaviours might have been influenced by many factors including tradition beliefs and inborn characteristics. Most scholars argue that career choice among boys and girls is influenced by traditional or cultural beliefs. For example, Sanrock (2005) asserts that if a boy sees his father taking care of a new born baby, he will integrate this image of his father as a care giver into the definition of masculine. Likewise, Isaacson (1985) argues that the way women and men perceive themselves and others affect their decision making in career choice.

That is to say, our social cultural experiences exert strong influences on the attitudes and occupation aspirations of young people. For example, negative stereotypes regarding female ability in science subjects may have negative influence on the attitudes towards the subjects or career.

It is also true to find that male and female choose their careers due to their inborn characteristics. Men tend to do choose hard works while women tend to do soft work during their childhood. This behaviour is said to be natural. Their morphology or biological make up have contributions to the kind of job one wants to do. For example, in Africa, fishing is for men. Likewise, genetic endowments and special abilities theory contends that genetic endowments are inherited qualities such as sex, race, and physical appearance. Special abilities, such as intelligence, athletic ability, musical, and artistic talents, result from the interaction of genetic factors and exposure to selected environmental events.

5.5 Gender Tasks Associated with Male and Female

Gender tasks among secondary school students was examined through assigning particular tasks to male, female or both. The results showed that male were doing outdoor tasks such as take care of cows and goats which counted 113 (19%) male and 114 (17.85%) female responses; cutting grasses counted 101 (16.9%) and 99 (15.4%) female responses; feeding chicken and goats counted 99 (16.6%) male and 49 (7.6%) female response. However, the results showed that female were mostly doing indoor tasks. These included, feeding the children which counted 115 (10.9%) female and 108 (11.2%) male responses; cooking took 101 (9.6%) male and 100 (10.4%) of male responses; serving food counted 105 (10%) female and 93 (9.7%) male responses. The results further show that both male and female were sewing clothes for 133 (7.8%) female and 109 (11.7%) male responses; going to shopping counted 149 (8.8%) female and 54 (5.8%) male responses; weeding counted 102 (6%) female and 101 (10.8%) male responses; fetching water counted 133 (7.8%) female and 49 (5.3%) male responses.

These results show that male was doing the tasks which were masculine oriented while female were doing tasks which were feminine orientated. It is not surprising to find these results in Africa where boys and girls are brought up traditionally despite the voice of gender equality from gender activities. Eagly (1987) asserts that men tend to be found in roles demanding the social physical power and women in more nurturance roles, each sex tending to exhibit the behaviors expected of those who would fill such roles. The results concur with those of Almiskry *et al*., (2009) who assert that gender stereotyping is divided into four dimensions that are in form of

traits, physical characterization, behaviour and occupations. Stereotypes results to labels such as soft or hard. Women may be labeled “soft” and men “hard” However, once labels are assigned, they are remarkably difficult to abandon. Many stereotypes are however so general and ambiguous.

According to Archer and Lloyd (2002), females and males are expected to perform certain duties in a particular society. These roles are basically constructed by the society or culture in which an individual lives. Roles such as taking care of children, cooking and engaging in food production are attached to females, while males are identified with roles such as protecting families, building houses, as well as engaging in paid employment, cash crops production and business. It is further showing that males and females career choices are normally different because of differences in their self concept. Gender differences in attitude are present in early adolescence and continue throughout middle and high school. The findings reveal that despite girls having higher teacher rating than boys, they are less likely to choose career in physical science or computing. The differences are observed in various careers. Quite a number of studies have shown that there is gender difference in career choice. A study conducted by, Adams and Walkidine (1986); Best (1983), and Spender (1982) as cited in Almiskry, Baker, & Mohamed (2009), showed that girls tend to opt for a very narrow range of stereotypical feminine occupations. Similarly Tomlinson and Evans (1991) found out that male students scored significantly on the realistic and investigative. On the other hand, females prefer social, artistic and conventional types of occupation. Likewise Archer and Lloyd (2002) who argue that roles such as taking care of children, cooking and engaging in food production are attached to

females, while males are identified with roles such as protecting families, building houses, as well as engaging in paid employment, cash crops production and business.

Generally, the results reveal that male and female had different roles to play in society. The nature of their roles is associated with different factors. These include culture or traditional beliefs of the societies they live with. The results reveal the perpetuation of African culture in career choice where men choose hard work or masculine works while girls choose soft works or feminine works. These also have been observed by various scholars. For example, Lemkau (1984) argues that it is consequently observed that both females and males conform to the roles by being recruited in traditional occupation for males, or choose jobs that are mostly dominated by males and females. They choose jobs that are mostly filled by women or traditional occupation for females. Only non- traditional careers have been reported to have low masculinity and high androgyny scores.

5.6 Summary of the Study

This chapter dealt with study findings discussion. The chapter showed that respondents were aware of subject specialisation and they differed in career choice. While female preferred soft tasks, male were after hard tasks. However, they career choice was associated with either lack of information about particular professions or social, environment and cultural factors. The next chapter is about conclusion and recommendations.

CHAPTER SIX

6.0 SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

6.1 Introduction

This chapter deals with summary, conclusion and recommendations. This is done according to specific objectives of the study. Thus, this chapter has three main parts. These are summary, conclusions and recommendations as explained below.

6.2 Summary of the Study

This study was about the effects of gender stereotyping on career choice among secondary school students in Dar es Salaam in Tanzania. The study aimed at to examine the knowledge of career requirements among secondary school students, to identify behaviours associated with masculine and feminine gender, and to examine tasks associated with male and female gender. Data and information of the study were collected from 300 respondents. The study employed primary and secondary methods of data collections. The data were analysed quantitatively in tables showing frequencies and percentages of respondents and the information obtained through interviews was analysed qualitatively. Again, bar and pie charts were used to analyse data of this study.

The study found that respondents were knowledgeable enough about career requirements among secondary school students. They were able to identify subjects related to different professions. It was further found that gender differences in career choices among secondary school students were significant. Boys and girls had their

own career choice. While boys demonstrated hard work, girls demonstrated soft works. Moreover, it was found that traditional beliefs or culture had a great impact to career choices among boys and girls. Both girls and boys were choosing their careers in relation to their societies' beliefs. This was demonstrated by the tasks boys and girls were doing at their daily life.

6.3 Conclusions of the Study

The study found that respondents were coming from different family background. For example, 208 (69.3%) were self employed mothers whereas 82 (27.3%) were self employed fathers. It also shows that while employed fathers were 170 (56.7%), mothers were 68 (22.7%). Fathers who were farmers and pastoralists counted 26 (8.7%) of the respondents while women counted 24 (8%). It is also shown that there were fathers who were doing other jobs which were not specified. Unspecified work counted 22 (7.3%) of fathers. The results also showed the number of siblings of the respondents. 286 (95.3%) and 285 (95%) respondents had 1-5 male and female siblings respectively. The table also shows that 12 (4%) respondents had 6-10 female and male siblings each. While 2 (0.7%) indicated the number male siblings were between 11 and 15, female sibling was 1 (0.3%). Likewise, 1 (0.3%) respondents had between 16 and 20 female and male siblings each. Furthermore, the data showed that respondents were taking different combinations as follow: while male were 96 (32%) students taking science subjects, female were 25 (8.3%). Likewise, in business subjects, male were also dominant. They were 39 (13%) compared to 15 (5%) respondents. However, female were 80 (26.5%) respondents who were taking arts subjects compared to 45 (15%) male students.

It was also found that respondents were able to identify various subjects in relation to different combinations. In other words, respondents were knowledgeable enough on career requirements among secondary school students. For example, they showed that for those who want to be doctors, they must study Biology, Chemistry and Physics. Biology counted 146 (33.2%) for male and 145 (31.5%) for female. Chemistry counted 102 (23.2%) for male and 93 (20.2%) for female. Physics counted 99 (21.5%) for female and 67 (15.3%) for male respondents. Again, Mathematics counted 75 (17.1%) for male and 59 (12.8%) female. Respondents were also aware of compulsory subjects for every individual. For example, English, Kiswahili and Civics scored high percentages as compulsory subjects.

Furthermore, boys and girls had their own ways of choosing their career. This was influenced by their beliefs/behaviours. It was revealed that girls were associated with behaviours which could not permit them to boys' jobs. Likewise boys were also associated with masculine behaviour. All of these were influenced by social, cultural and environmental factor. Generally, the results showed that male behaviour on masculine were 143 (8.5%) of the male responses and 113 (7.9%) of the female responses; forceful behaviour counted 134 (8%) of males responses and 76 (5.3%) of female responses; athletics male counted 102 (6.1%) of male responses and 80 (5.6%) of female responses. It further shows that 102 (6.1%) of male responses and 75 (5.2%) of female responses said that willing to take risks was among the behaviour of male. On other hand, the results show that female behaviours were different from male. The results revealed that 121 (9.7%) female and 102 (13.4%) male said that female had yielding behaviour; 121 (15.9%) male and 85 (6.8%)

female showed that female had soft spoken behaviour; 102 (8.1%) female and 99 (13%) male indicated warm behaviour for female; cheerful behaviour among female counted 101 (8.1%) female and 97 (12.7%) male respondents. However, the data showed that both male and female had the following most common behaviour; warm counted 145 (6.4%) of male responses and 137 (4.1%) of female responses. While understanding counted 123 (5.5%) of male responses and 115 (3.4%) of female responses, cheerful behaviour counted 153 (4.6%) of female responses and 76 (3.4%) of male responses.

Moreover, there was significance difference in task performance. It was revealed that female were doing home related task while male tended to perform outdoor tasks. This was due to the fact that their societies had nurtured them to behave the way they were behaving. Male tended to choose hard works while female were performing soft tasks. The results showed that male wer taking care of cows and goats which counted 113 (19%) male and 114 (17.85%) female responses; cutting grasses counted 101 (16.9%) and 99 (15.4%) female responses; feeding chicken and goats counted 99 (16.6%) male and 49 (7.6%) female response. However, the results showed that female were mostly doing indoor tasks. These included, feeding the children which counted 115 (10.9%) female and 108 (11.2%) male responses; cooking took 101 (9.6%) male and 100 (10.4%) of male responses; serving food counted 105 (10%) female and 93 (9.7%) male responses. The results further show that both male and female were sewing clothes for 133 (7.8%) female and 109 (11.7%) male responses; going to shopping counted 149 (8.8%) female and 54 (5.8%) male responses; weeding counted 102 (6%) female and 101 (10.8%) male responses; fetching water

counted 133 (7.8%) female and 49 (5.3%) male responses. The outcome of all these, which are influenced by gender stereotyping beliefs in career choices among secondary school students, is to have people with "specialised" careers like catering and engineering. Thus, female may involve mostly in indoor activities while man will concentrate on outdoor and masculine activities.

6.4 Recommendations of the Study

The study recommends the following for policy actions:

i) Since some students did not differentiate compulsory subjects from combinations subjects, education is needed to make them aware of it. This will eliminate or minimise the problem of imbalanced combination during their way to form five.

ii) Gender education is needed in order to make boys and girls know themselves and therefore make their career choices without considering their cultural made up behaviours. This will help to eliminate some of the behaviour which is thought to be for boys or girls.

iii) The society should not label some jobs as suitable for a particular sex. Since each individual is born free, she/he is entitled to perform any work if he/she will be seen to be capable of a particular work.

iv) There should be a department or unit in schools, local and central governments dealing with career choice. This will help students to have clear choices of their future dreams.

6.5 Areas for Further Studies

This study examined the effects of gender stereotyping on career choice among

secondary school students in Dar es Salaam. Due to the study limitations, the study examined factors affecting gender stereotyping on career choice among secondary schools students in Dar es Salaam only. Therefore, other researchers may examine the same issue in other areas in order to make comparison with these findings. Furthermore, other studies should focus on why students like some subjects than others to the extent of mixing them with unrelated subjects' combination.

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APPENDICES

APPENDIX I: Questionnaire

SECTION A

Introduction

Dear students;

My name is Judith Simon Nicolao, a student from Open University of Tanzania. I am conducting a study to generate information on the effects of gender stereotyping in career choice among secondary students. I wish to get information on the topic which will be used to improve career education among young people, especially in schools.

I would appreciate your support in completing this questionnaire by providing the correct information. Your information will remain confidential and will only be used for the purpose of this study and not otherwise. Therefore, you DO NOT need to write your name anywhere on this questionnaire.

Please answer ALL questions as honestly as possible.

SECTION B

Background Information

1. Name of your school (Tick)

Mbezi Inn	[ ]
Boko	[ ]
Makoka	[ ]
Kibasila	[ ]
Yusuph Makamba	[ ]
Benjamin William Mkapa	[ ]

2. Grade level: Form Four [ ]

3. Sex: Male [ ]
Female [ ]

4. Subject specialisation: Science [ ]

Arts [ ]

Commerce [ ]

5. Age (in years)…….

6. Father's education

Primary	
Secondary	
Advanced Secondary	
Diploma	
Bachelor/Master's Degrees	
PhD	
Non	

7. Mother's education

Primary	
Secondary	
Advanced Secondary	
Diploma	
Bachelor/Master's Degrees	
PhD	
Non	

8. Your father's occupation……..

9. Your mother's occupation…….

10. Your religion

Christian [ ]

Muslim [ ]

Traditional beliefs [ ]

11. Family structure; number of

Male siblings [ ]

Female siblings [ ]

SECTION C

Please indicate by ticking the necessary subjects required for one to join the profession below

S/N	**PROFESSIONS**	**SUBJECTS REQUIRED**										
		Math	Phys	Chem	Bios	Geog	Religion	Hist	Kisw	Eng	Bookkeeping/commerce	Civic
1	Doctor											
2	Agriculture											
3	Teaching-primary schools											
4	Social work											
5	Accountancy											
6	Army											
7	Banking											
8	Nursing											
9	Animal husbandry											
10	Journalism											
11	Police											
12	Engineer											
13	Woodwork											
14	Clerk											
15	Pilot											
16	Medicine											
17	Tourism											
18	Professor											
19	Pastor/sheikh											
20	Veterinary science											
21	Fisheries											
22	hotelier											

SECTION D

Match occupations and behaviours. Choose any from column A that match with occupations in column C. Behaviour may appear more than once.

S/N	COLUMN A	COLUMN B	s/n	COLUMN C
	Behaviours	Chosen behaviours from column **A**		Occupations
1	Warm		1	Doctor
2	Athletic		2	Agriculture
3	Feminine		3	Teaching-primary
4	Forceful		4	Social work
5	Shy		5	Accountancy
6	Loyal		6	Army
7	Acting as a leader		7	Banking
8	Affectionate		8	Nursing
9	Dominance		9	Animal husbandry
10	Yielding		10	Journalism
11	Willing to take risk		11	Police
12	Understanding		12	Engineer
13	Masculine		13	Woodwork
14	Childlike		14	Clerk
15	Self reliance		15	Pilot
16	Cheerful		16	Medicine
17	Has leadership ability		17	Tourism
18	Does not use harsh language		18	Professor
19	Independent		19	Pastor/sheikh
20	Soft spoken		20	Veterinary science
21	Self sufficient		21	Fisheries
22	Sympathetic		22	hotelier
23	Strong personality			
24	Tender			
25	Willing to take a stand			
26	Compassionate			
27	Flatterable			
28	Analytical			
29	Gentle			
30	Competitive			
31	Loves children			
32	Ambitious			
33	Gullible			
34	Assertive			
35	Sensitive to the needs of others			
36	Aggressive			
37	Eager to soothe hurt feelings			
38	Defends own belief			
39	Makes decisions easily			
40	Individualistic			

SECTION E

Which of the following behaviours are associated with girls, boys or both? tick to show the associations. They may appear more than once.

S/N	BEHAVIOURS CHARACTERISTICS	ASSOCIATION		
		Boys	**Girls**	**Both**
1	Warm			
2	Athletic			
3	Feminine			
4	Forceful			
5	Shy			
6	Loyal			
7	Acts as a leader			
8	Affectionate			
9	Dominance			
10	Yielding			
11	Willing to take risk			
12	Understanding			
13	Masculine			
14	Childlike			
15	Self reliant			
16	Cheerful			
17	Leadership ability			
18	Not using harsh language			
19	Independent			
20	Soft spoken			
21	Self sufficient			
22	Sympathetic			
23	Strong personality			
24	Tender			
25	Willing to take a stand			
26	Compassionate			
27	Flatterable			
28	Analytical			
29	Gentle			
30	Competitive			
31	Loves children			
32	Ambitious			
33	Gullible			
34	Assertive			
35	Sensitive to the needs of others			
36	Aggressive			
37	Eager to soothe hurt feelings			
38	Defends own belief			
39	Makes decisions easily			
40	Individualistic			

SECTION F

Who should do the following tasks? Tick appropriate task

S/N	TASKS	BOYS	GIRLS	BOTH
1	Cooking			
2	Feeding children			
3	Weeding			
4	Feeding chicken and goats			
5	Cutting grass			
6	Sewing clothes			
7	Washing parents' clothes			
8	Serving food			
9	Emptying dustbins			
10	Cleaning the house for chicken and goats			
11	Pounding grains			
12	Sweeping the house (inside and outside)			
13	Mopping the house			
14	Fetching water			
15	Washing dishes			
16	Fetching firewood			
17	Going to the market			
18	Shopping			
19	Taking care of cows and goats			
20	Watering the garden			

THANK YOU