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EXTENT TO WHICH WORKING CONDITIONS INFLUENCES RE-CAREERING AMONG WORKING- CLASS STUDENTS IN SELECTED KENYAN PUBLIC UNIVERSITIES

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ABSTRACT

Re-careering is a phenomenon whereby already trained individuals seek a total shift to a new and different work field, demanding a new set of skills. While re-careering presents new opportunities to those re-careering, it affects employees and organizations in different ways due to shifts that impact negatively on either organizations or the individual. The rate of re-careering continues to rise in Kenya. This study adopted a mixed – research design (i.e. quantitative and qualitative) to collect and analyze data. A total of 384 questionnaires were distributed to the targeted population sample. The results indicate that majority, 66.8%, of the respondents agreed that re-careering is motivated by difference in job security offered in different professions while 59.9% agreed that the decision to change careers is motivated by difference in working hours among different professions. The working students work long hours without compensation of extra hours worked for, making them feel unfairly treated by their employers.

Key Words: Re-careering, working conditions, working-class students, Kenyan public universities

1. INTRODUCTION

Globally, re-careering represents an important component of workers turnover. Researchers estimate the total costs of re-careering workers turnover at between 100% to 200% of the annual salary depending on their career experience, skills acquired, and level of employee position in the organization. Re-careering costs have far reaching impact to any organization doing business today (Faiza, 2014).

Re-careering costs involve workers relocation, selection, training and placement of new workers (Davidson, Timo, & Wang, 2010) and this can result to reduced productivity or actual loss when employees exit employment (Jain, Giga, & Cooper, 2009). Pepe (2012) found re-careering costs to be significant to any company, ultimately ranging from 100% of an employee's annual salary based on the scope and complexity. Re-careering has a universal effect on the employee's turnover, productivity and also organizations profitability. This in return affects the global economy whereby instead of progressing due to availability of skilled labor, it deteriorates due to inconsistency in labor force due to high skilled labor turnover (IMF, 2016). For example, if an employee leaves, there could be a lost opportunity cost in terms of technical expertise, dedication, productivity, drive and determination, high achievement, creative capacity, experience (Price, 2007).

In addition to the costs incurred, the high rate of re-careering due to workers turnover has made re-careering to become a serious workforce problem that requires more attention than before (Allern Bryant & Vardaman, 2010). Re-careering has affected people in different ways in their career shifts to an extent that some people are not sure of the career they have perfected well nor can they advance in a specific career path (Rice, 2016). Globally not all qualified students get admitted to their preferred degree courses or study in their preferred public universities. Students in public Universities wish to change the degree course or university offered by

admission bodies in respective countries are often given chances to revise their applications before admission or immediately after admission into the public universities (Rice, 2016).

The protean career concept (PCC) proposes that as an individual pursues self-fulfillment, career decisions are made for the purpose of adjusting to the changing needs of an individual (Gubler, Arnold & Coombs, 2014). A person with a boundary less mindset, seeks to navigate the changing work landscape by enacting a career characterized by different levels of physical and psychological movement (Abele & Spurk, 2009b). Re-careering workers with high organizational mobility prefer to work in different places and actually cross boundaries by taking employment in different organizations (Sullivan & Arthur, 2007). A protean career attitude implies that a person strives towards a developmental progression and self-fulfillment (De Vos & Soens, 2008). Boundary less and protean career perspective provide a distinction from the traditional career patterns characterized by low mobility and hierarchical advancement (Lochab & Mor, 2013). However research on re-careering and mobility suggests that it may be promising to predict triggers by protean and boundary less attitude (Feldman & Ng 2010). These changes, triggered by technological growth, economical and other societal developments work toward the development of a career paradigm shift from the “way to the top”, to the “way to the heart” in career matters (Kuen, Kaur & Wong, 2010). Success no longer manifests in climbing the ladder or growing salaries, but it is achieved through growth and a sense of self-fulfillment from work done well. Failure to which people will often turn to seek for career change (Cakmak, 2012). This makes re-careering issue even more complex thus the need for a study to determine the extent of its complexity.

In Kenyan public universities prospects of re-careering is manifested through interfaculty transfers which are rampant and on the rise (Muindi, 2011). For example, in 2017 Kenya University and Colleges Central Placement had given students who wished to change institutions and courses an opportunity to do so within a given period of time. The Chairman was quoted saying that, “5,747 of the 69,151 candidates who scored a c+ did not secure placement to their degrees of choice. Of these 2,128 could not competitively compete to change in their respective universities, and therefore they had to settle for the courses they were admitted for and hence, they may have to re-consider changing their careers later. These imply that Interfaculty and inter university transfers as well a switch from one course to another is attributed partly to lack proper career guidance at the initial career choice stage (Chacha-Nyaigoti, 2004). It is therefore important to promote career guidance which is lacking (Gachohi, 2015). Okango (2011) found that most students in public universities failed to get neither admissions of courses which they applied for nor the University of Choice. Graduating students are forced to take jobs which they have not trained in and this triggers re-careering (Onsongo, 2009).

In Kenya the students who meet the minimum admission requirements apply for their preferred degree choices and university through the Kenya Universities and Colleges Central Placement Services (KUCCPS) under government sponsorship. Alternatively, they apply for their degree choices directly to the public universities of their choice under self-sponsorship. Despite the effort to reduce the rising trend, the rate of re-careering continues to rise. Whilst a lot of research has been done in understanding employee attrition little is known about what triggers re-careering among working-class students. Therefore exploring the triggers of re-careering is important to support mitigation.

This article discussed the extent to which working conditions influences re-careering among working-class students in selected Kenyan public universities

1.1 Statement of the Problem

Re-careering has become a major challenge globally due to its effects on the families, organization labor force productivity, organizations profitability and economy of a country as a whole (Safiah, & Noordin, 2013). Re-careering has been made a worldwide agenda due to intensity of re-careering challenges and the frequency of career change (Kim & Kim, 2015). In the year 2011 and 2012, 40% and 57% respectively of the staff resigned from the organization. Between 2013 and 2017, 51% of the workers globally, switched their career and also advanced their studies by studying in different courses.

Despite the much effort being put to reduce the rate of re-careering in Kenya the trend continues to increase making the situation very worrying. For example, the banking industry in Kenya is drastically experiencing the effects of high rates of re-careering (Standard Bank, 2012). It is well known that a workforce can either boost or lower the performance of commercial banks in Kenya (Verbruggen, 2012). First Community Bank in Kenya is an example of a bank whose performance has been affected due to high re-careering rate of its employees (First Bank Community, 2014). The numbers of employees who have left the institution form a total of 150 employees within the last two years. This is rather threatening to the economy of any growing nation because workers turnover can generate administrative cost leading to actual output losses or quality reductions. A study carried out by Muindi (2011) and Okango (2012) to estimate the level of job satisfaction and careers path progression among professionals in Kenya revealed that only 7% were satisfied while 66% were dissatisfied and as a result 51% of the employees had re-careered. This has subsequently led to lowering of the organization employees productivity and the profit of the organization such as Africa community bank by 40%. In Kenyan public universities interfaculty transfers are rampant with 30% of the working students indicating that they have at a particular time applied for the transfer from one course to another (Standard Bank, 2012). The attempt to have interfaculty transfers shows a sense of lack of satisfaction in the career trained and this can trigger re-careering in the future (Jain, 2013).

There have been scholarly attempts to examine the factors influencing re-careering in Kenya but none has studied on determinants of re-careering among working students in public universities in Kenya. Ojenge and Muchemi (2007) studied the level of satisfaction with the tasks and nature of their careers among professionals in Kenya revealed that only 7% were satisfied in their careers and 66% were dissatisfied but did not consider the determinants that triggered the workers to re-career. Gachohi (2015) study looked at the factors influencing degree choice and university placement in public universities in Kenya. Lack of career information was found to be key factor affecting career choice among the students. Gachohi study did not identify triggers of re-careering among working class group in the public universities, hence leaving a gap to be addressed. Chikomba (2015) study found that professionals switched careers in pursuit of greater challenges, better opportunities, and career growth. A survey of 117 professionals across various disciplines where each had received some professional training informed the study. Each respondent was asked whether or not she or he had changed career. An integrated theoretical framework drawn from prominent career development theories was used to compare, profile, predict and distinguish career switchers and non-switchers. Findings showed that whilst age and the level of education were associated with career change, professionals with a boundary less mindset and high curiosity were likely to switch career compared to their counterparts who scored low attributes. However Chikomba study used working professionals while this current study used working - class students who were engaged in furthering their education as respondents of the study, hence creating a conceptual and theoretical gap to be filled. Faiza (2014) study examined the relationship of ICT, workers role and employer turnover in the First Community Bank. The findings showed that ICT played a significant role in workers turnover which led to low performance and productivity of FCB. It was further ascertained that work role ambiguity among employees was a major contributor to workers turnover. However, Faiza study failed to address other triggers of workers turnover as has been done in this study.

Edward and Quinter (2011) study explored the factors that influenced students' career choices in Kisumu Municipality. This was a descriptive survey design. The findings showed the availability of advancement and learning experiences were the most influential factors affecting students career choices. The study failed to address other factors like personality dispositions and social interactions and therefore could not comprehensively explain future re-careering prospects as is done in this study. Masdonati, Fournier and Lahrizi (2017) study explored the reasons behind a career change through vocational education and training among adults. This was a qualitative study. The findings showed dissatisfaction arising from health conditions of workers was a reason for career change. The study presented a contextual gap since it did not focus on university students. Furthermore the study was a qualitative study whilst the current study adopted a mixed research design (quantitative and qualitative method). Ebyan (2011) study explored factors influencing career choices among students in tertiary colleges in Garissa Municipality. Ebyan's study employed ex-post facto research design; the study presented a methodological gap and was found inadequate to explain re-careering of working students in Kenyan public universities. The current study employed a casual and descriptive explanatory research design.

While re-careering presents new opportunities to those who are re-careering, it also affects employees and organization in different way. Re-careering individuals forfeit their earnings, in addition to facing the challenges of re-adjusting in the new career sought. To the organization re-careering generates cost in terms of time taken to hire and training of new workers. This in turn lowers the output for the organization. While re-careering is important, little is known about the triggers of it. Knowing such triggers will help support mitigation. It is against this background that this study sought to explore the triggers of re-careering among working class students in selected Kenyan public universities.

2. RESEARCH PHILOSOPHY

A research philosophy is a belief about the way in which data about a phenomenon should be gathered, analyzed and used (Crowther & Lancaster, 2008). The term Epistemology (what is known to be true) as opposed to doxology (what is believed to be true) encompasses the various philosophies of research approaches (Cohen, Manion & Morrison, 2011). Two major research philosophies have been identified as positivists and interpretivists (Galliers, 1991).

2.1 Research Design

This study adopted a mixed – research design (i.e. quantitative and qualitative) to collect and analyze data, therefore, it qualifies the research to be a mixed research. The mixed – research design was preferred because some of the objectives in the study required qualitative data while others needed quantitative data. In this study for instance, open ended questions yielded qualitative data while the close ended questions generated quantitative data.

2.2 Location of the Study

The study was carried out in Kenyan public universities, whereby the research comprised of twenty two public universities in Kenya. The study had two populations, one at university (organization level), and another population at the working class student level. The study population was drawn from 22 public Universities in Kenyan, in addition 10,080 working class students drawn from selected public universities were also considered for the study. The study participants were self-sponsored working students enrolled in the evening program in the five selected public universities. This study was conducted in five public universities in Kenya, that is;

University of Nairobi (UON), Moi University (MU) - Nairobi campus, Jomo Kenyatta University of Agriculture and Technology (JKUAT) and Egerton University, Main Campus.

2.3 Target Population

Population is generally a large collection of individuals or objects that is the main focus of a scientific query and to which the researcher is interested in generalizing the conclusions (Castillo, 2009).

Population studies are more representative because everyone has equal chance to be included in the final sample according to Mugenda and Mugenda (1999). The study has two populations, one at university (organization level), and another population at the working class student level. The study population was drawn from 22 public Universities in Kenya and from 10,080 re-careering working-class students drawn from selected public universities. The unit of analysis included undergraduates, Masters and PhD, self-sponsored working-class students enrolled for evening programme in selected Kenyan public universities.

2.4 Sample Size and Techniques

Sampling is the process of selecting units (people, organizations) from accessible population to generalize results to the target population (Castillo, 2009). According to Orodho (2009) sampling is the process of selecting units (people or organizations) from accessible population so as to fairly generalize results to the targeted population. A sample is therefore a subset of a population (Kothari, 2004).

Mugenda and Mugenda (2003) observe that 10% or more of a population may be adequate for a survey study. The study settles on 20% of the population of universities, which yielded 4.4 (approximately 5 universities).

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

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

Where n= the desired sample size.

N= the population size

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

Using a margin of error of 5%, the sample size was 384 students

Stratified random sampling technique was used to categorize students into 1st, 2nd, 3rd and 4th years accordingly.

2.5 Data Collection Instruments

Burns and Grove (2003) defines data collection as the precise, systematic gathering of information relevant to the research sub-problems, using methods such as interviews, participant observations, focus groups discussion, narratives and case histories. The study sought to generate quantitative and qualitative primary data. Primary data, also known as raw data or original data, is new data obtained from the sample of participants of the research study. According to Kothari (2008), primary data is information that a researcher gathers from the field directly while secondary data refers to information received from other sources like literature review, case histories books and the others. In this study, the researcher utilized questionnaires and interviews to generate data for the purposes of answering the research questions. This study used...1, 2, 3, etc. as discussed below...guide the reader

A total of 384 questionnaires were distributed to the targeted population sample. The questionnaires were developed according to the research questions and in line with the research hypotheses. Each of the above research questions (sections three, four, five, and six) were measured using a likert scale that of 1-5 where 1 indicated strongly disagree, 2 disagree, 3 moderately agree, 4 agree and 5 strongly agree.

The researcher considered the maximum, and adopted the 30 participants approach recommendation in determining the pilot sample size. A Pilot study of 30 working-class students in two of the selected Kenyan public university that were not in the main study was

conducted to detect weaknesses in design and tools applied and to provide proxy data for selection of a sample. The results were 0.799 for academic performance.

2.6 Quantitative Data Analysis

In case of the quantitative data a Likert type scale having ranges from 1 up to 5 was applied where 5 represented strongly agreed while 1 was for strongly disagreed. The editing of the data was done by checking the questionnaires that were completed. Editing of the data assisted in errors detection and omissions by indicating where correction was necessary.

3. ANALYSIS OF THE FINDINGS

3.1 Age Bracket of the Respondents

The study also sought to establish the age bracket of the respondents. The findings are presented in Figure 1.

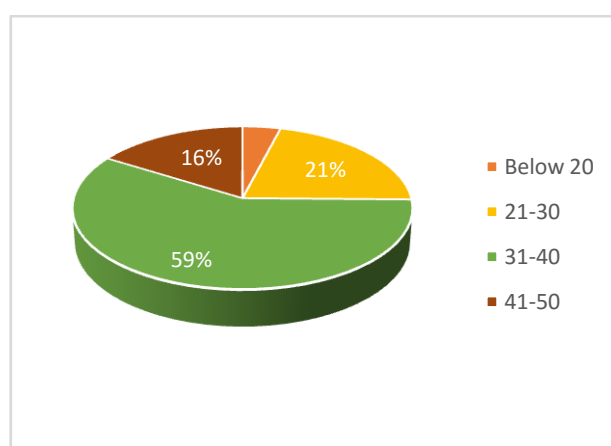


Figure 1: Age Bracket of the Respondents

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

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

3.2 Influence of working condition on Re-Careering

The research question that the study sought to answer was, "What are the perceptions of working class students on the influence of working conditions on re-careering? The null hypothesis to be tested stated that there is no statistically significant relationship between working conditions and re-careering among working –class students in selected Kenyan public universities. The working condition was assessed based on Job Security, working hours, fringe benefits, earnings profile, expected earnings, promotion. There was an indication of the effect of job security on re-careering .a question on how the working hours affect the re-careering, fringe benefits, earning profile expected earnings and also the effect of promotion on re-careering .Chi-square analysis is necessary in establishing the

nature and magnitude of the relationships between the variables (Owusu, 2015). The chi square was used in this study in data analysis by the researcher since it was found suitable considering the type of data that is analysed since it is non-parametric. Chi-square was applied to determine the relationship strength and its extent. Hypothesis testing was used that enabled the researcher to have a conclusion of either to accept or reject the null hypothesis that states, there is significant relationship between independent variables and dependent variable.

3.3 Extent to which Working Conditions Influences Re-careering

The second objective of the study was to establish the effect of working conditions on re-careering among working class students in Kenyan public universities. The study sought to find out whether the decision to change career is influenced by working conditions in a particular career. The results are as presented in Figure 2.

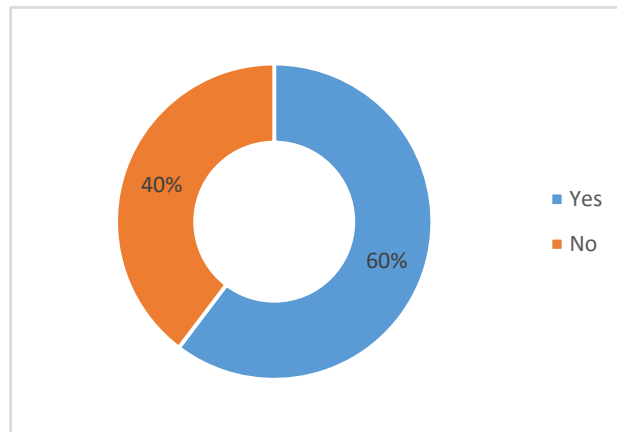


Figure 2: Working Conditions

The results indicates that majority of the respondents, 60.0% stated that the decision to change career is influenced by working conditions in a particular career while 40.0% stated working conditions have no influence on re-careering.

3.4 Descriptive Analysis of Attributes of Working Conditions

The study sought to establish the perception of the respondents on various statements regarding working conditions. The rating was on a 5 point Likert scale from strongly disagree, to strongly agree in order of strength. The results are as presented in Table 4.12.

The study sought to establish the perception of the respondents on various statements regarding working conditions. The rating was on a 5 point Likert scale from strongly disagreeing to strongly agree in order of strength. The results are as presented in Table 1.

Table 1: Descriptive Statistics Attributes of working conditions

	N	n	S D	D A	N	A	S A	Mean	Std. Dev	Skewness	
Statistic								Stats	Statistic	Stats	Std. Error
Job Security	380	340	8.50%	9.30%	15.40%	41.70%	25.10%	3.97	0.99	0.80	0.18
Working hours	380	340	8.50%	10.10%	21.50%	25.90%	34.00%	3.82	1.06	0.48	0.17
Fringe benefits	380	340	6.90%	9.70%	14.60%	44.90%	23.90%	3.91	0.99	-0.76	0.13
Earnings profile	380	340	0.40%	1.60%	15.40%	38.90%	43.70%	3.74	1.03	-0.59	0.16

Expected earnings after schooling	380	340	6.10%	16.20%	20.20%	30.80%	26.70%	4.11	0.99	-0.98	0.16
Promotions	380	340	2.40%	2.80%	19.00%	45.70%	30.00%	3.74	1.17	-0.66	0.16
Valid N (listwise)	380	340						3.8	1.09		

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

3.5 Results of Chi-square Statistic Analysis on Working Conditions

When analysing the chi square statistics the researcher started with consideration of the contingency table, which case the categorization is across two or more dimension.

The study indicated that the total respondents were 340 and men constituted 59% while women 41%. This implied that the total number of respondent in the study comprised of 201 men and 139 women. The researcher showed the responses in the contingency table 4.9

The contingency table 2 was in response to determination of the working condition of the respondents. A total of 210 respondents comprising of 130 men and 80 women stated that the working condition was not favourable while 71 men and 59 women stated that the working condition was not favourable. Thus those who felt that the condition is not favourable constitute 62% while its only 38% who stated that the working condition was favourable.

Table 2. Contingency table on whether the working condition there is good working condition

	Favourable working condition		
	Yes	No	Total
Men	71	130	201
Women	59	80	139
Total	130	210	340

The results of the chi-square statistic that was used to test the influence of working conditions on re-careering among working –class students in selected Kenyan public universities to working condition is shown in Table 3; which is, 2.569 with a p-value of 0.0117. The $p < 0.05$ indicating that there is statistical significant relationship between the variable working condition and re-careering. The findings of the current study collaborate with other studies with similar findings. The issue of the working condition has effect on re-careering, as it has been confirmed by different studies. Such studies state that working condition is a working environmental matter where the learner is able to establish whether it is satisfactory or not (Baron, 2007; Smart & Peterson, 2007; Cesinger, 2011; Adjini, 2009). This shows that workers who work in an unhealthy environment are likely going to look for other places to work (Kumar & Jain, 2010; Rajni, 2011). On the contrary to these findings, Smart and Peterson (2007) longitudinal study found that working conditions and career stability were not an antecedent of career change, although those who had re-careered appeared happier in their new jobs. The different findings may have been due to whether intentions to change career were assessed and the subsequent time lag was considered. This implies that working condition is an essential factor in re-careering and thus it is likely to influence the re-careering and career path that a student can undertake.

Table 3: Working condition (Chi-Square Tests)

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

Hypothesis Testing: H₀: There is no significant relationship between working condition and re-careering among the working students in public universities in Kenya

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

Based on the findings from the hypothesis testing, there is an indication that all the parameter in the variable of working condition is statistically significant. They show that there is relationship between the working condition and re-careering among working students in public universities. Thus the researcher rejected the null hypothesis that indicated that there is no significant relationship between the dependent and independent variables in this study. The study shows that there is significant relationship between working condition and re-careering. Lee (2012) indicated that the working condition determine the rate at which re-careering takes place thus agreeing with the findings of this study. The findings of Sorensen and Feldman (2007); Lyons and Kuron (2012); Fried and Jullierat (2010) support this study's finding by indicating the importance of providing emotional support and healthy relationship in the workplace failure to which the working environment may prove difficult to bear and hence trigger re-careering move.

4. CONCLUSIONS

The issue of the working condition has effect on re-careering, as it has been confirmed by this study and other different studies. The results indicate that majority, 66.8%, of the respondents agreed that re-careering is motivated by difference in job security offered in different professions while 59.9% agreed that the decision to change careers is motivated by difference in working hours among different professions.

Working conditions parameters in the study were working hours, Salary Adequacy, Fringe benefits and workers welfare. This study further sought to ascertain whether working condition for working students at public universities influences the re-careering tendency by the students. Findings revealed that working conditions significantly influences re-careering. The working students work long hours without compensation of extra hours worked for, making them feel unfairly treated by their employers. However, in qualitative analysis, several issues of concern came up as far as the working conditions were concerned. The fact that the some students report early in the morning and others in the evening without consideration of the standard eight hours as recommended by labor ministry makes the working students demoralized and thus need for re-careering. The respondents, expected salary rises as they gain experience but their employers, thus tempting them to think of re-careering, did not honor this.

The fridge benefits were minimal to the working students as found in this study. The amount of money paid to compensate the work done failed to match their expectations thus, they opted to change their careers. The working students in this study compared themselves with others in different sectors and felt demoralized. This was because their counterparts were far much ahead in terms of wages paid. This motivated them to change their careers so that they could get more benefits.

Further, the study revealed that the fridge benefits are a motivation to stick to some professions but for the working students sampled in this study, they had minimal benefits thus need to re-career. However, these benefits were only available with reference to how these students performed at their work, thus not given to all workers in all levels. As such, there was no deliberate effort to give fridge benefits in order to motivate the working students at public universities by all the employers and the only option was to re-career.

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