ASSESSMENT OF THE QUALITY OF CAREER GUIDANCE AND COUNSELLING SERVICES FOR SECONDARY SCHOOL STUDENTS IN MTITO-ANDEI DIVISION, MAKUENI COUNTY, KENYA

BY

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DECLARATION

DECLARATION BY THE CANDIDATE

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DEDICATION

I dedicate this thesis to Promise Muuo Kyalo and Testimony Mumo Kyalo, my sons.

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God bless you all.

Abstract

Career guidance and counseling is an important function in any secondary school. The purpose of the study was to assess the quality of career guidance and counselling services in secondary schools and suggest strategies for improvement. The specific objectives of the study were to; identify the career activities available to students for career decision making, assess students' knowledge on career options in the job market, identify the career programmes available to students' for career decision making, to assess students' knowledge in career options, to find out the career assessment tools used by school counsellors in assisting students' make career decisions and find out the hindrances faced by the guidance and counselling department in offering career guidance and counselling in secondary schools. The study was informed by the facilitation theory by Carl Rogers and adopted the descriptive survey design with mixed approach. It based on the main assumption that all public secondary schools had functional guidance and counseling units with counselor in place. A population of 1,354 Forms three and four students, 30 heads of school guidance and counselling department and 30 school heads from public secondary schools was used. The total sample consisted of 120 students, 15 counselors and 15 heads of schools. Simple random sampling technique was used to select the participating schools and students. This allowed the parties equal opportunity for inclusion in the study. On the other hand, purposive sampling was employed for the school counsellors and heads of institutions. Piloting of data collection instruments aided in determining reliability. This was done among students, school counsellors and school heads of four schools from the neighbouring division that did not participate in the actual study, and were conveniently selected for their availability. Reliability of the study instruments was determined through test-retest within a span of two weeks. Content validity was ascertained using jury criterion. Quantitative data was analyzed using descriptive statistics and presented using percentages and tables. Qualitative data was by identifying the themes that emerged. The study found that not all the school counselors had undertaken the personality test to determine their students' career suitability, and most were overloaded with other school duties impacting negatively on the quality of career guidance and counseling that they offered to the students. This study would hopefully benefit secondary school students who would obtain good services, help yield stronger guidance and counselling departments, contribute to success in secondary school administration and, the Ministry of Education at large, and finally avail data for future researchers. Recommendations from this study were as follows: Structure career guidance and counselling programmes in secondary schools, capacity building for the guidance and counselling personnel, equipping the guidance and counselling department with the necessary materials and emphasis on stakeholder support.

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LIST OF ABBREVIATIONS AND ACRONYMS

I.L.O: International Labour Organization

NACOSTI: National Commission of Science Technology and Innovation.

NGCD: National Career Development Guidelines

NGO: Non-Governmental Organization

KICD: Kenya Institute of Career Development

TOD: Teacher on Duty

UNESCO: United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1. Overview

This chapter presents the background of the study, statement of the problem, purpose of the study, research objectives and questions and both the research variables and justification of the study. It further looks at the significance of the study, scope and limitations of the study, the assumptions of the study, theoretical and conceptual frameworks and finally definition of significant terms.

1.2 Background of the Study

As indicated by Ghimbuluţ (2015) vocation guidance and counselling is the way toward helping the individual acknowledge and endeavor his/her abilities. It targets at equipping the youth to settle on informed choices and to fit into the general social fabric as a mindful individual. Career guidance and counseling is one of the center factors that impacts the level of profits to education. The training framework is concerned in giving of information as well as in guaranteeing that its basic materials, the students are best fitted for the work market. It is the duty of profession direction to guarantee that students are empowered to select career ways where they can best accomplish and deliver the most benefits to their instructive investment. Daniels et al (2014) ascertained that a superior match between the alumni of various levels and sectors of the education framework and the necessities of the work market have consistently been the significant distraction of educational planning.

Careers emerge to individuals through the interaction between an individual agency and the experience, constraining and enabling forces of the social context (Reid, 2014). People's choice of careers over their life reflect their changing needs, values, aspiration and attitudes towards work (Emeto et al, 2018). Luca (2014) reported that increasing educational access across Africa has resulted in more qualified individuals chasing a limited number of jobs.

This fact calls for serious career services provision in schools so as to provide career knowledge and career adjustment skills among school students. Emeto et al (2018) acknowledged that in any modern society, every individual makes a choice of career to pursue in life so as to meet physiological, biological, and social needs. This action promotes emotional well-being of an individual and their satisfaction with their work and work place (Schultz et al, 2015).

Dey (2014) argued that, career services provision involves the provision of career skills and knowledge about work and educational choices. He further explained that, school leavers face many difficulties in career choice due to inadequate career information, knowledge and skills. Holman (2014) noted that good career guidance can also help decrease the gap between education and unemployment or underemployment, on the one hand, and increase productive livelihoods on the other and thus considered an effective means of improving the status of Technical Training Colleges in the public perception. Although there are many careers to choose from, individuals without guidance and counselling on future career choices can be limited in their career options, especially if they are unprepared for the requirements of the workplace, underestimate their capabilities, or are unaware of the range of workplace accommodations that can broaden their career options (Richard, 2014). Career education and guidance in schools thus provides access to the skills and resources students need to overcome these obstacles and prepares them to make choices relevant to their personal strengths and interests (Debono, 2017).

Adolescents are concerned about future work and occupations but are not sure which factors like money or prestige should influence one's choice of job. In fact, career information which is obtained at school through career programmes can help many students to make right career choices and pursue subject combinations which can lead them to their dreams (Adegbilero, 2017). Ferrari (2015) emphasized that, exploration and planning play an important role in

adolescent's career choice making. Successful career guidance and counselling to students in schools should involve career programmes which can comprise the use of mass media, books, professional journals, internet, video, occupational flyers, career counselors, teachers and exposing students to role models (Ibrahim et al, 2014). Generally the use of career programmes such as internet programmes, career visit, career workshops and other ways related to these can help students in getting career information available within and outside the country (Ibrahim et al, 2014). Essentially, individuals need to understand what exists in the world of work so that they can examine the different career options available and decide their relevance to their personal characteristics.

Moreover an individual should have a true reasoning on the relations of himself or herself and the requirements of success. Gibson et al (2014) in his argument also emphasized that; occupations are chosen to meet needs. But the decision making to this selection is guided by information and awareness about us, information and awareness about occupations and our knowledge about us and occupations. Therefore, career knowledge and awareness are necessary in the process of career choice so as to match job requirements with the personal characteristics and needs.

It has been further argued that people who evaluate an attitude object favorably tend to engage in behaviors that foster or support it, and people who evaluate an attitude object unfavorably tend to engage in behaviors that hinder or oppose it (Wambu, 2015). Therefore it is true that positive attitudes for students towards career services in schools can imply their good participation and use of the information obtained in different career activities while the opposite is true if there is negative attitude among students (Paulson, 2011). Abugri (2018) in the study among 80 final year students in nursing in Northern Ghana revealed attitude as the strongest predictor on the respondents intention to join nurse career.

Profession direction and advising administrations in auxiliary schools is one of the school programs meriting a ton of appraisal consideration so as to decide its quality and viability. Appraisal of vocation guidance and counseling services in secondary schools is of significance during this time of modernization and urbanization complexities accompanying them. Assessment will in general view the organization as a whole and to consider the entire scope of factors that add to or are signs of authoritative conduct instead of concentrating on only one small set of factors or issues, (Ghimbulut, 2015).

Internationally, from the time of its commencement in United States, guidance and counselling has experienced several evaluation measures trying to decide its value and quality at various stages in different places. This has emerged out of a critical requirement for the use of career guidance in different settings. Crisan (2015) contends that the requirement for career guidance and counseling is more prominent in our period than it has ever been previously. He says that every individual experiencing childhood in our modem society faces an unmistakably increasingly complex circumstance. This contention thus shows the much need of a feeling of worry for career guidance and counseling.

In Scotland, the research studies of pioneer psychologist scientists, for example, Hooley (2019) on the ways to deal with quality in vocation guidance prompted to reassessment of the status of career guidance and later added to positive changes in the reason and usefulness of counseling services, (Hooley, 2019). For example, the Educational Act was passed to guarantee the strengthening of the career guidance and counseling services and preparing initiators by Universities to get ready school counsellors. Financial resources were quickly made accessible for the initiation of career guidance preparing programs for secondary school teachers and counselors.

Another study that has done an assessment of career guidance and counseling in secondary schools is China. Remarking on this assessment in China especially in Shanghai, Yuen (2012) on the research study conducted among the university students in China revealed that that assessments have especially centered around career guidance and counseling. He further says that, career guidance and counseling programs have kept on encountering numerous difficulties, issues, and these have created the need to conduct an assessment on it to determine its significance. In New York, the improvement of vocation guidance and counseling has profited alot from the different assessments that have been conducted. These assessments have added to a lot of standards and improvement in the provision of counseling services (Van Laar, 2014).

In Uganda, a research study conducted by Nyan (2014) on Students' and teachers' perception of guidance and counseling services among the secondary schools in Pallisa District revealed that school counsellors help learners with learning skills and commit some of their time to classroom guidance and the rest to individual advice to students with learning difficulties (Nyan,2014). In Zimbambwe, Nkala (2014) on the study carried out on assessment of the career guidance and counselling programme in secondary schools in Mzilikazi district in Bulawayo Metropolitan territory ascertained that vocation guidance and counseling services in secondary schools has become more of a service that is consolidated into the entire school with an accentuation on prevention of inappropriate behavior among learners with learning difficulties (Nkala, 2014). A school teacher counsellor is required to give individual and social counseling services identified with the dissatisfaction and separation of the students with problems may feel in school (Muindi, 2008). In Zimbambwe, school career guidance and counseling is aimed at encouraging holistic development for all learners through the provision of information that helps in advancing the improvement of their unique capacities and interests.

In Kenya, research study conducted by Orenge (2011) on the status of career guidance and counselling programmes for students in public secondary schools in Nairobi Province argued that Kenya as one of the African countries faces the same problem in its schools and learning institutions, the condition which forced the government to introduce career services as an integral part of the country's education system. In struggling to make career guidance and counselling a reality in Kenyan schools, all heads of secondary schools were urged to appoint school counselors (Orenge, 2011). The school counselors are required to advise the heads of schools in matters related to applications for careers and training for students, assisting students with occupational information and their requirements. Furthermore, school counselors are required to help students in making long range plans of study so that they can apply to educational institutions where they can receive advanced training before joining the world of work.

The provision of career guidance and counseling in Kenyan Secondary schools is necessitated by great changes in society and the world at large and has become more complex than ever before. Automation and recession, for example, have forced many people into early retirement and retrenchment, resulting in unemployment; this has created problems in occupational choices. Many students are neither able to obtain an informal exposure to a variety of occupations, nor can they easily obtain relevant data about them. Students have a limited knowledge of occupations and of the narrow range of alternatives available to them. This ignorance leads to unrealistic career aspirations. There is, therefore, a need to assist students to have a more realistic career expectation (Arendasy, 2016).

In Kenya, the Ministry of Education realized the importance of career guidance and counseling services and came up with a handbook for career to provide information to school career counselors to enable them understand each school child as an individual in order to guide him to discover himself in terms of his intellectual abilities, evaluate himself and work

towards personal development and self-actualization, choose a vocation for which he has the necessary potential and ability to master and succeed and prepare for relevant higher education. However, in Kenyan Secondary schools and as witnessed in Mtito-Andei Division, there is little or no career guidance available for many students. Often, services are thin on the ground, with students not having access to the range of services they require to make informed educational and career choices (Kariuki, 2011). Further, research study by Orenge, (2011) on the status of career guidance and counselling programmes for students in public secondary schools in Nairobi Province says that there is a lack of trained personnel to meet secondary students' career development and guidance needs. The focus of existing career services is frequently narrow, often concentrating on personal or study guidance (Dey, 2014). Little attention is however, paid to career development and choice, including helping students to develop career management and entrepreneurial skills and to consider taking up self-employment options (Kariuki, 2011). The specific career guidance needs of particular groups of students - including students in transition from study to employment, students who are dropping out from or changing their courses, mature students returning to study, distance learning students, and international students, for instance such are often not catered for (Crişan,2015). Basham (2011) notes that another missing link is the fact that career education and guidance services have often not been part of strategies to prevent early school leaving, particularly by young people who are at risk of social exclusion.

1.3 Statement of the Problem

Developing countries such as Kenya experience rapid social economic change, high levels of stress, political uncertainties, limited available job opportunities, and economic depression being a regular phenomenon (Kinyanjui *et al*, 2013). This makes career guidance and counselling a vital tool for helping secondary school students make wise career decisions. The school guidance and counselling department has the responsibility of assisting students

in making competent career decisions that are appropriate to their abilities, aptitudes, interests and other personality characteristics. Some students entering middle school express interest in a certain career but do not know what kind of preparation they need or what kind of work they would do and this has called into question the quality of career guidance based on the lack of knowledge among students on what career suits their talent, skill and personality in secondary schools (Dodge, 2014). Platania (2014) identified the main purpose of vocational guidance as helping individuals choose vocation in correspondence to individual abilities, interests and aptitudes, as it help to serve the differences among the individuals.

While assessing the effectiveness of career guidance programme with long term unemployed individuals in Greek, Antonellou et al (2016) states that participants are able to generate career options with expanded focus after the intervention. In Ireland, Nugent (2017) in his study on the level of usage of the career guidance service by students in third level education: challenges facing guidance providers in higher education career guidance helped students make wise career compromises. There are other factors which influence a person's readiness for making career related decisions in adolescence such as: planning for the future; career exploration; information about careers, jobs and the world of work; the knowledge related to specific areas of interest (Storme et al, 2018).

Valach, (2019) reported that vocational counselling has not been employed in schools as many East African Schools prefer to deal with gender based violence, drug abuse, indiscipline and violence in schools as opposed to career development. Studies conducted by different researchers such as Kikwilu, Rugarabamu & Ntabaye,(2013) in Tanzania, focused on the factors which influence career choice among secondary school students. In Kenya, despite efforts by the Kenya Government to support provision of career guidance and counselling services, there is scanty documented data on the quality of Career Guidance and Counselling services in the secondary schools. Students especially in public secondary

schools in Mtito-Andei seem not to have knowledge on what they want to pursue later in life. This has been evidenced by the fact that even at form three when students are expected to choose subjects in line with their career aspirations, many still do not have a clear idea of what they want to pursue in life. Career guidance and counselling services are therefore needed to help the students in their decisions about their future careers. This situation calls for well-organized career guidance and counselling programmes in secondary schools in Mtito-Andei division. Various researchers have highlighted the need for career guidance and counselling for students in schools; Ayiro (2017) conducted a study in Vihiga County that focused on relationship between forms of career Guidance and Subsequent Career Choice of High School Girls and Elizabeth (2011) conducted a study in Nairobi County that focused on the status of career guidance and counselling programmes for students. Nyong'a (2005), carried out a study on factors that hindered effective implementation of career guidance and counselling services in public secondary schools in Vihiga district. He recommended that a study be done to assess the quality of career guidance and counselling services in secondary schools in Kenya. In the literature reviewed by this researcher, no study has been done to that effect particularly in Mtito-Andei division creating a research gap. It is with intention to fill this knowledge gap that this study was aimed at identifying the career programmes available to students' for career decision making in secondary schools, assessing the students' knowledge in career options, finding the career assessment tools used by school counsellors in assisting students make career decisions and finding out the challenges faced by the guidance and counselling department in offering career guidance and counselling in secondary schools in Mtito-Andei Division.

1.4 Purpose of the Study

The purpose of the study was to assess the quality of career guidance and counselling services in secondary schools to students for career choice in Mtito-Andei Division.

1.5 Specific Objectives

The following were the objectives of this study;

i) To identify the career programmes available to students' for career decision making in secondary schools in Mtito-Andei Division.

ii) To assess students' knowledge in career options in secondary schools in Mtito-Andei Division.

iii) To find out the career assessment tools used by school counsellors in assisting students make career decisions in Mtito-Andei Division.

iv) To find out the challenges faced by the guidance and counselling department in offering career guidance and counselling in secondary schools in Mtito-Andei Division.

1.6 Research Questions

This study was guided by the following research hypotheses:

i) What career programmes were available for students' career choice in secondary schools?

ii) What knowledge do the secondary schools students have on career options?

iii) How did school counselor(s) use career assessment tools in assisting students make career decisions?

iv) What were the challenges faced by the guidance and counselling department in offering career guidance in secondary schools?

1.7 Research Variables

The study had two variables, independent and dependent variable: the independent variable consisted of:

i) Career guidance programs.

ii) Students Knowledge of Career options.

iii) Tools for career guidance.

iv) Hindrances faced by the guidance and counseling department in offering career guidance in secondary schools.

The dependent variable was Career choice making.

1.8 Justification of the Study

Career Guidance and Counselling is the bedrock for achieving self-satisfaction, self-fulfillment in life and optimal output of an individual at the place of work because the individual is intrinsically motivated (the individual does not work because of the good pay, but due to the love and passion he or she has for the vocation) (Pandey, 2004). Nijs (2015) noted that due to the increasing complexities in the society; technological and industrial developments, coupled with the increasing levels of unemployment, the students at all levels of learning need to have proper vocational information for appropriate decision making in view of career. Therefore, schools through the guidance and counselling department need to offer adequate information on careers for the development of its students (Chircu, 2014). This study was justified because there is a problem with the provision of career guidance in secondary schools judging by the concerns among secondary students that they have no idea what career to pursue in university due to the amount of attention given to the students career needs, while other students regret that they chose disciplines that were not in line with their talents, skills and personalities.

1.9 Significance of the Study

The findings of this study would shed light to students who will understand the importance of career guidance and counselling and hence learn better ways of interacting with the guidance and counselling department in the provision of vocational guidance. The study may also benefit the guidance and counselling department as they may get useful information on programmes and attitudes needed in the effective provision of career guidance and counselling for better student career choice. The study may benefit the school administrators

with useful career guidance findings that may help in devising appropriate strategies for provision of quality career guidance and counselling to students towards making informed career choice. Besides, the study may be useful to the Ministry of Education as the findings may help them devise or review guidance and counselling and particularly career guidance policy. Further the study may help avoid human resource wastage by ensuring that people work to their full potential because they are fitted for, and comfortable with their careers. Finally, the study may be useful to fellow researchers in relevant fields who would add the findings of this study to their body of work.

1.10 Scope of the Study
The study focused on the assessing career guidance and counselling to students for career choice-making in secondary schools. It was conducted in public secondary schools within Mtito-Andei Division, Makueni County, Kenya. This study confined itself to assessment of the quality of career guidance and counselling services, and as a result its results are generalizable to schools in Mtito-Andei division. The study population included form three and form four students, school counsellors and the school principals. Data generated pertained to career programmes, students' knowledge in career options, tools used for career guidance and the hindrances to effective career choice making.

1.11 Limitations of the Study
Best & Kahn (2006) defines limitation as those conditions beyond the control of the researcher that may place restrictions on the recommendations and conclusions of the study and their application to other situations. According to Simon (2011), it can be humbling and empowering at the same time to realize you are critically restricted in many ways when conducting scholarly research. The study sample posed some challenge for the study because only Forms Three and Four students, heads of the guidance and counselling department and heads of institutions were sampled for the study, this left out other stakeholders such as

teachers, parents, Education officers, and Forms one and two and other members of the guidance and counselling department who could have given the study a more holistic picture of the career guidance and counselling to students for career choice. It was hoped that the sample provided information that can be generalized to the whole population.

The sparsely distributed placements of public secondary schools, extreme high temperatures during the day, coupled with poor road network posed transport challenge leading to delays in meeting appointments hence likelihood of hurried responses which were thought to have compromised the reliability of the data. However the researcher was making personal arrangements to be at the stations in time. Further, some of the participants for the study were reluctant to cooperate. However this was handled by making them aware of the importance of the study to them (educational study for research purposes), assuring them of confidentiality for their responses and giving them feedback of the study.

Moreover, inadequate finances were another challenge that the study confronted. This was due to high transport expenses to reach the respondents in the sampled schools in Mtito-Andei division due to hired means which at times could have caused hurried responses. However the personal savings were used to overcome this challenge by operating within the tight budget and self-composure. The study used mixed method with descriptive survey design which may lack control over a long time frame and lead to low response rates. To avoid this limitation, the questionnaires were administered, filled and picked the same day. In cases where the respondents were not available, the questionnaires were left and picked after two to three days. Some respondents had low literacy level and some had difficult in filling the questionnaires. The researcher overcame this by interpreting the ambiguous question when requested. The researcher depended on respondent's opinions with expectations that all responses were given to the best of respondents' knowledge. Finally, the findings are not

necessarily generalizeable to all divisions in the country because of different environmental and other forms of endowment.

1.12 Assumptions of the Study

According to Simon (2011), basic assumptions in the study are things that are somewhat out of researcher's control but if they disappear, the study would become irrelevant. In assessing the quality of career guidance and counselling services in secondary schools to students for career choice in Mtito-Andei Division, the study will make the following assumptions:

i) The participants in the study provided information that can be generalized to all other stakeholders involved in their career decision making.

ii) The respondents will give truthful information about career guidance and counselling in their schools.

iii) All public secondary schools had functional Guidance and Counselling units.

iv) The school counselor(s) is or are the key figures in advising students in view of making career choices.

1.13 Theoretical Framework

This study was based on facilitation theory by Carl Roger's theory. The facilitation theory helped the researcher understand the role of the school guidance and counselling department, the school counsellor and the supportive mechanisms of the school administration in facilitating the guidance and counselling department in performing its duties towards assisting students make career choices.

The basic premise of this theory was learning would occur by the educator acting as a facilitator that is, establishing an atmosphere in which learners feel comfortable to consider new ideas and are not threatened by external factors (Simon, 2011). This theory has other characteristics which include: a belief that human beings have a natural eagerness to learn,

there is some resistance to, and unpleasant consequences of, giving up what is currently held to be true, and the most significant learning involves changing one's concept of self.

The theory also outlines characteristics of facilitative teachers (Alao & Kobiowu, 2010). The facilitative teachers should have the following characteristics: less protective of their constructs and belief, more able to listen to learners especially to their feelings, inclined to pay as much attention to their relationship with learners as to the context of the course, and apt to accept feedback, both positive and negative and to use it as constructive insight into themselves and their behavior.

Career guidance and counselling is an integral part of the Secondary School Guidance and Counselling, therefore it requires cautious implementation. The school counselor(s) as the facilitator should establish an atmosphere in which students feel comfortable to consider new ideas and are not threatened by external factors. Their facilitation is further measured by the programmes, student's knowledge in different career options and tools used to provide vocational information services to equip students with knowledge about what career choice best suits them. This theory helped the researcher to assess the role of the school counselor as a facilitator in assisting students make informed career decisions, this was be done by trying to establish the tools used and programmes put in for assisting students make career decisions.

1.14 Conceptual Framework

A conceptual framework is a research tool that simplifies the intended inter-relationships between the variables in the study and shows the same diagrammatically (Mugenda, 2003). It assists a researcher to organize his thinking and complete an investigation successfully (Kombo & Tromp, 2006).The figure 2.1 below shows the conceptual framework for this research study.

Figure 2.1: The Conceptual Framework

Independent variable
- Career guidance programmes
- students knowledge on career options
- tools for career guidance and counselling

Intervening variable
- Support by school administration
- Parental influence on students career
- Student abilities

Dependent variable
- Career choice making
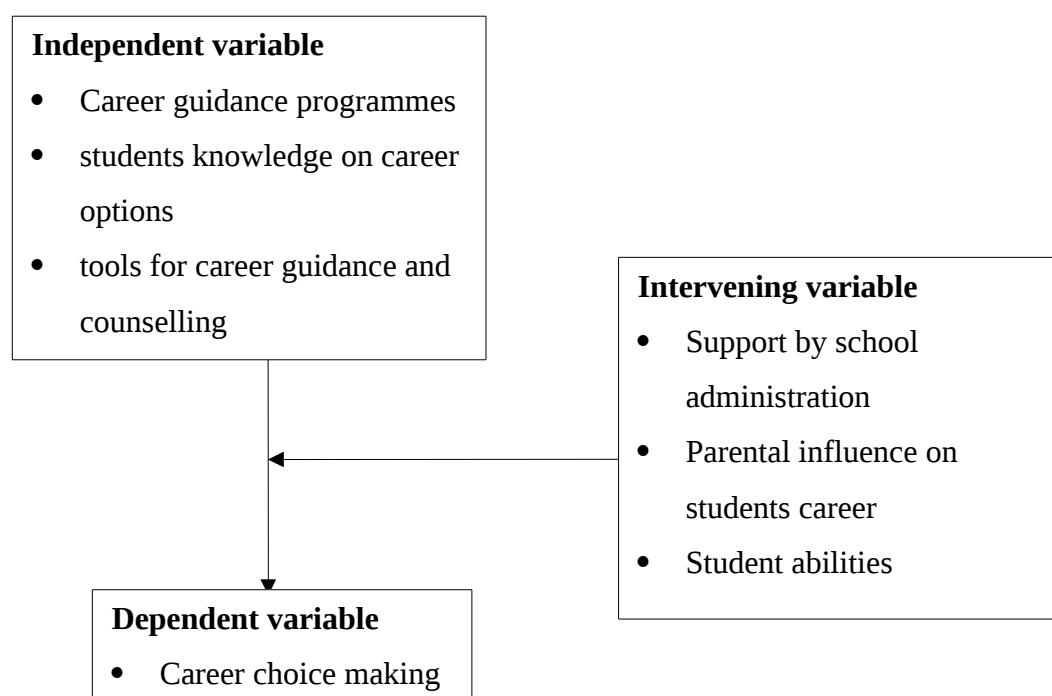
Source: Author 2017

The purpose of the study was to assess the quality of career guidance and counselling services in secondary schools to students for career choice in Mtito-Andei Division. The independent variables for this study were career guidance and counselling programmes, student's knowledge on career options and tools for career guidance and counselling great determine the make choice made by a student. On the other hand, students' career choice represents the dependent variable for this study. The intervening variables of this study were support by the school administration, parental influence on the student's career decision and student's abilities. In this study the researcher assumed that these intervening variables affected all the secondary school in the same magnitude and therefore no need to control them. This is due to the fact that variable like the support by the school administration implied that, no secondary school may be better off than the other in terms of school administration support. It is from this conceptual frame work that this study assessed the

quality of career guidance and counselling services in secondary schools to students for career choice in Mtito-Andei Division.

1.15 Definition of Significant Terms
This section explains the meaning of terms used in this study outside the known meaning.

Assessment: It is any effort to gather, analyze and interpret data that describes career guidance and counselling programmes effectiveness hence. In this study it entailed the process of gathering data about various aspects of career guidance and counselling (understanding one's ability, interests, likes and dislikes and personality) in secondary schools in Mtito-Andei division.

Career choice: refers to an occupation or vocation a person decides to prepare for through training.

Career guidance Programs: These are activities and sessions planned by the guidance and counselling department to offer information to students on career options for better career choice. They included talks, documentaries and visitations to universities among others.

Tools for career guidance: These are the devices used to disseminate proper career guidance to students in secondary schools. They included internet, television, books and periodicals, films and other graphic tools among others.

Career Guidance and Counselling: This refers to providing students with information on the various vocational opportunities available to them; the work environment, the requirements for the vocation (skills, experience and knowledge) to be able to fit into the job opportunity.

Resource materials: These are all documents found in the guidance and counselling department that contain information that concerns career guidance and counselling.

Peer teachers: These are teachers who teach in the same school with the teacher counsellor.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents reviewed literature on the concept of career guidance and counseling, the career guidance and counselling programmes, the tools used for career guidance and the student knowledge on career options, and hindrances to provision of vocational information and the reviews summary.

2.2 Definition of Career Guidance and Counselling

Career guidance and counselling has varied definitions by many scholars over time. It is noted to have been given attention as early as 18th century when Ghimbuluţ (2015) quoted Frank Parsons as first having used the term 'career guidance and counselling' in 1908 when he defined it as an attempt made by people towards understanding the choice of a right person for a job or the choices of a right job for a person. But in the current environment of industrial development and competition it is not practically possible. Ghimbuluţ (2015) noted National Vocational Guidance Association as having given the first substantive definition of vocational guidance in its report in 1924 as giving information, experience and advice in regard to choosing an occupation, preparing for it, entering in and progress in it. In 1937 the association substantiated the definition by stating that career guidance refers to the process of assisting an individual to choose an occupation, prepare for it, enter upon and progress in it, therefore, it is primarily concerned with helping an individual make decision and choices involved in planning a future and building career-decisions and choices necessary in effecting satisfactory vocational adjustment.

Career guidance and counselling refers to services and activities intended to assist individuals of any age at any point throughout their life, to make educational training and occupational choices and to manage their career (Bezanson et al, 2016). Ghimbuluţ (2015) quoted the International Labour Organization (I.L.O.) in 1949 while elucidating the meaning of career

guidance and counselling as the assistance given to an individual in solving problem related to occupational choice and progress with due regard for the individual characteristics and their relation to occupational opportunity while recognizing the fact that flexibility, and a willingness to change, may be as critical for a student as the ability to commit oneself to a particular goal. Crişan (2015) gave a definition as a means of helping individuals to understand and use wisely the educational, vocational and personal opportunities they have as a form of systematic assistance in achieving adjustment to school and life in general. In concurrence with the above mentioned authors Allan et al, (2016) referred to career guidance and counselling as the individualized and personalized assistance to person with educational, vocational and career problems where pertinent facts are studied and analyzed and a solution sought, with the counselee being taught to make his own decision. This study adopted Allan et al, (2016) definition for career guidance and counselling as resonates best with the study.

2.3 Career Guidance and Counselling Programmes

Career guidance and counselling programmes are important against a background of major changes in schools and in pupils post school opportunities (Okolie, 2014). For any student to make a smooth transition into the world of work he or she must have acquired life skills during his or her schooling years, these skills would enhance his or her employability, as well as success in self-employment. Okolie (2014), enlisted the services that career guidance and counselling programme should offer: helping individuals to gain self-awareness in such areas as interests, values, abilities and personality style; providing students with resource materials to enable them become more knowledgeable about jobs and occupations; engaging students in decision making process towards choosing a career that is well suited to their abilities, personal style, values, and interests and assisting individuals to actively manage their career paths (including managing career transitions and balancing various life roles) as well as becoming life-long learners in the sense of professional development over their lifespan. The

guidance and counselling department should engage in these activities so as to acquaint the students with sufficient information for career decision making.

For a student to be properly guided into transition to the career of his or her choice, the school should have a comprehensive guidance programme. Savickas (2019), observed that a comprehensive guidance programme should have a full range programmes, such as assessment, information, consultation, counselling referral, placement, follow-up, and follow-through. There are two criteria for comprehensive programmes: there has to be a written programme to be adopted by the school board which counselors at all levels must devote their time to , not administrative, clerical, and other non-guidance tasks (Wambu, 2015). An example of a comprehensive career programme is one drawn by the Ministry of Education and Training (1999), in Ontario, Canada which has the following key features: a range of career exploration activities in the community; clearly stated competencies for students in Grades 1 to 6, Grades 7 and 8, and grades 9 to 12; completion of the compulsory half credit career studies course as a secondary; school graduation requirement; preparation of an annual education plan for each student, beginning in grade 7 and continuing to the end of secondary school; a teacher adviser for students in grades 7 to 11; individual assistance and short-term counselling; a programme advisory team; a programme effectiveness survey conducted every three years, which should provide recommendations for revising the programme. The Ontario career guidance programme set out goals to be achieved by every guidance programme: develop learning skills, a sense of social responsibility and the ability to formulate and pursue education and career goals; career planning; understand the concepts related to life-long learning; social skills, and interpersonal relationships; application of learning to their lives and work in the school and the community (MoE, 1999).

According to Hughes, (2015) on Career Guidance and Counselling Report on the Hungarian career guidance made the following observations that, class teachers and career guidance

professionals provide career guidance in primary schools, employment institutions and secondary schools annually reviewed education opportunities in special publications by outlining the different qualifications, related jobs, and subject requirements and the employment institutions offered special information to the youth on career choice, training opportunities and employment. They organized individual and group programmes for career counselling; perform thematic counselling related to work, career, job seeking and rehabilitation. They organize activities through job seekers' clubs, specialist psychological services and a service known as Occupational Information Counselling. In the guidance and counselling activities of employment organizations, special computer programmes such as the North American Choices Programme, are successfully combined with the traditional practice (personal advice and psychological tests among others) in assisting students make informed career decisions. The Hughes report (2015) on Hungary's career guidance and counselling programme proofs the effort put towards ensuring there is a comprehensive programme, and hence it provides lessons for Kenya on a good example of a comprehensive career guidance and counselling programme.

Nkala (2014) noted that comprehensive career guidance and counselling activities provide for career guidance and counselling through involvement of all education stakeholders and those in public and private sectors of a country and a variety of roles and instructional settings. Students acquire knowledge and skills not only through the traditional curriculum but also through: events such as job shadowing days, career exhibitions, work experience activities, counselor adviser programmes, through development of annual career counselling programmes, co-operative career counselling, observation of role models and active involvement. Salama (2012) advised that learners in our institutions should be equipped with relevant skills that are in high demand in the labour market. The learners should be educated on a wide range of job opportunities available and the requirements in these sectors. These

may open up their minds on what is expected of them in future and where to direct their energies while in institutions of learning.

Vocational guidance counselors ought to help students acquire work-related skills and information, thus saving them the time, and sometimes the pain of learning the hard way. The counselor can assist students to identify the sort of jobs worth applying for, and encouraged them to make as many applications as possible to the public and private sectors. For example, they must think in advance what sort of activities a specific organization (an architect's office, a paint manufacturer, a bookshop) would carry out, and which of these they can cope with. Our learning institutions should lobby for jobs for their students. The above cannot be achieved unless there is a comprehensive programme on career guidance in place (Platania, 2014).

In Kenya, Rukwaro, (2015) recognized a number of emerging global issues which have significant impact on career choices which learners make, and therefore making career guidance and counselling important so as to make the students aware of these emerging global issues. Among the skills are effective work habits, plan effectively, ability by the student to make informed and sound decisions concerning their careers, communicate well, evaluate themselves, realistically solve problems, work independently, research, and explore new education and career opportunities. Students need have access to information regarding various careers; this is mainly prompted by the rapid expansion and diversification of training opportunities and the many programmes and upcoming education and training institutions and in already existing institutions in Kenya (Rukwaro, 2015). The career information that students should be provided with should among others include: the name of the career, a brief definition of the career, the institutions that offer the training, the vision and mission of the institution, the path to entering and progressing in the career, information about the courses leading to this career and the future prospects of this career (Rukwaro, 2015). It is hoped that

the skills acquired by the student would match with a career leading to a decision by the student to join that career through the assistance of career guidance.

The MoE (2007) published a career guidance book that outlined the following aims: provide a basic classification of careers for the purpose of helping the consumer gain a better understanding of possible career options, their requirements (in terms of personal attributes, and professional training) and possible employment opportunities; help the learner to identify the relevant careers in relation to his or her values, interest and abilities; provide the learner with information on the various training institutions available to further his or her education and training in his or her life line of chosen career; and enlighten the learner and other stakeholders in the education sector on the contemporary and emerging trends in the world of work.

Full implementation of career guidance and counselling programmes has proven to have positive consequences on the students. A study by Kituyi, (2014) on the relationships between statewide implementation of comprehensive guidance and counselling programmes and indicators of safety and success for seventh graders reported that students: earning higher grades were more satisfied with the quality of education available to them and believed that their education has more relevance and importance to their future, have better relationships with their teachers, have fewer problems related to the physical and interpersonal milieu in their schools, and feel safer when attending school. Ruttoh (2015), in her study reported that schools where comprehensive guidance and counselling programmes were more fully implemented students had the perceptions that their schools were making more career and college education available, students had perceptions that their high school education was better at preparing them for the future, and the students achieved higher grades. These studies show that comprehensive implementation guidance and counselling programme maybe a solution to the daily challenges that students face.

2.4 Career Counselling Tools

Career counselling tools enable students to identify their interests, abilities, knowledge, skills and attributes necessary for developing personal plans on lifelong learning and productive employment. Students need to have a realistic picture of occupations they are considering: the working environment, the duties that are performed, the required qualification and education, the salary and the job opportunities among others so that they can make an informed choice. Through the use of career counselling tools a student can be helped to gather career information. These tools include resource persons, the teachers, materials containing career information and career events.

Various resource persons can be used or invited to the school through the guidance and counselling department to offer career talks to the students. They give information not limited to careers and the careers open to those who leave school in the public and private sector but also touch on self-employment schemes, entry in various services and methods of recruitment into different agencies. These career talks can be given to a group or an individual student (Talib et al, 2015). Invited guest speakers who are in various professions can market to the students their profession (Collett, 2017).

Mahon et al (2011) stated that teachers are great resources towards assisting students make informed career decisions. Trained peer counselors can offer guidance and counselling to their peers. This is because students are free and comfortable to relate with peers. The peer counselor also assists in identifying and making referrals to the career teacher. Pedersen (2010), noted that the school calendar should provide a day for students to share experiences and information through various means such as role-playing, talks etc. Further all subject teachers need to play a part in infusing guidance concepts in their subjects, and help augment the programme. This is based on the understanding that career guidance concepts are an integral part of the general school curriculum.

Face to face talks by the counselor and the student greatly helps the student in making the choice of a career, during such a session they analyze the traits of the student and match them with the desired career. The students' traits are analyzed using testing tools such as vocational cognitive maturity test developed by Westbrook, self-directed search developed from John Holland's vocational personality theory (Azeem, 2011). The counselor can encourage students to take up volunteer work in order to get experience in a certain field (UNESCO, 2002).

Materials containing career information need to be availed to students. These materials include: Screening films, videos, viewing of television shows may help students to see certain aspects of a career that they might desire to choose, for example, a film depicting a policeman on the beat or a surgeon operating (Pandey, 2004); books, brochures, college and university catalogues and computer based information e.g. CD ROMS (UNESCO, 2002); media advertising (newspapers, magazines, radio, TV.) internet (Pedersen, 2010); Bulletin Board and the school library. A wealth of information can be shared among the students through boards and libraries. Providing access to such information would allow students to search for information of interest to them (UNESCO, 2000) and job shadowing can help a student learn exactly what a certain career is about through interacting with the profession or seeing the mentor perform, this would deepen a student's understanding of that specific career (Ayodo & Otieno, 2009).

There is need for the guidance and counselling department to be organizing events which enable students get the exposure they need to make career choices. Such events among others include: visits or tours to career exhibition where various institutions expound on the various programmes found in their institutions. The exhibition could also be by various industries which would exhibit their products (Basham,2011); tours or visits to commercial establishments and in industries followed by reports written and group discussions would be

eye openers to desired careers by students (Talib et al., 2015);vocational or work study placements or cooperative programmes enable a student to be involved in the work or job and to have a feel of it; career days or week where students are exposed to various career and they are educated on what the career entails, for example they are told what the career entry requirements are, job descriptions, expectations, and remuneration, among others (Talib et al., 2015).

2.5 Students Career Knowledge

A study by Stephen Et al., (2014) conducted in a South African revealed that the university did not have career counselling centres, the career advisors were short staffed and under qualified and the career advisors believed the services were not taken seriously. Another study done by Rukwaro (2015), on secondary schools in Nyahururu Division reported that students needed to be provided with written information on various careers. The information includes knowledge in the following areas: Subject combination for pursuance of various career education programmes; admission requirements such as subject combination and grades; institution(s) where the courses are offered; duration of the courses; situation and trend of job markets. Further the study revealed that many students were reluctant to take some careers because they were weak in the subjects which they thought led to their joining those careers. Salami (2008), in confirmation reports that many Nigeria students leave secondary school deficient of occupational information. This leads to students being poorly aligned for realization of their careers. Poor alignment in a student's education and the amount of education required for entry into those occupations the adolescents wants to enter causes a significant challenge for the student's success (Merx, 2018).

Research conducted by Orenge (2011), in Kenya on the status of career guidance and counselling programmes for students in public secondary schools in Nairobi Province revealed that 95% of the students are expected to enter university after graduation from high

school by their parents, yet in Kenya far less than 50% of students who graduate from high school get admission into university overlooking the options of middle level colleges, which could be the more realistic choices for some students. What this implies is that students are not well informed about career trends in the country due to the lack of proper career guidance. Ahmed (2018) reported that thousands of students fail to get admission into higher institutions of learning because of improper subject combinations in high school. Bell and Buras (2016), noted that for a great number of students terminate their formal education after graduating from secondary school. Therefore there is need for the secondary school curriculum to provide students with sufficient self-knowledge concerning their aptitudes, interests, aspirations and skills to become successful and productive members of society. Amani (2014), in their study revealed that students have no information whatsoever on careers and so they are confused when called upon to choose careers.

The career guide book for schools by the MoE (2007) provides information on careers. Among the information the book provides includes information on careers characteristics, subject combination that is needed in the pursuance of specific career, academic qualifications needed for entry and institutions where the courses are offered. This career guide book also includes Technical, Industrial, Vocational and Entrepreneurship Training (TIVET) to enlighten those who may not get university admission. These booklets being the most common source of career information for students, school counselors and teachers criticize them for having outdated information and not being sent to schools regularly (Ahmed, 2018).

Botswana has a career manual for secondary schools produced by the Guidance Unit in 1993. It provides a wide range of occupations covering the nature, general description, preparation and benefits. For each career identified in the manual the following information is provided – specific duty, hours of work, conditions and preparation, entry requirements, prospects and

projections about the job, possible institutions of training and where the individual could work (Makambe, 2016).

Career knowledge need is greater for students because parents fear to release their daughters to seek information fearing for their security. Secondly, they fear losing the income to the household that their children bring when they engage them in the farm or the household chores (Chircu, 2014). The rural schools' students experience unique problems. They lack exposure to most professional role models, and they are also not exposed to television and computer services (Van Raden, 2011).

Gender stereotyping in career choices has hampered students from choosing careers that are commensurate with their abilities and interests because students and teachers have clear-cut careers for girls and boys based on attitudes, societal orientations, misconceptions and ignorance (Dalmau et al, 2018).It is critical also that career information is availed to students in rural areas because 80% of the Kenyans live here and there are few libraries, radios and newspapers in comparison to urban centers. Most of the parents are peasant farmers and they are their children's role models. Their level of education would influence their children's level of education (Gacohi et al, 2017). It is important that career guidance be provided to secondary schools students in order to help them understand their abilities and interests, the career that those abilities and interests are commensurate to for them to make informed decision on career choice. The student's choice of jobs is stereotypical.

Salami (2008), recommended that the counselor should organize workshops for students and their parents to interact and share on matters regarding their career choice, their difficulties and influence on their different life stages. This is because the roles of parents are important in their children's career choice and development in the Nigerian society. Such fora could assist students strike balance between being dependent on and independent of their parents in matters dealing with careers and relationships.

Crisan (2015), note that the need for career information has not been adequately met in order to provide students with the necessary tools to set career goals, and give them an understanding of the education and skills they need for their career goals. Kochhar (2006), in selecting a vocation for a young man or woman, he or she and his or her parents are attracted by the loftiness or the lucrativeness of the profession irrespective of the fact whether he or she is fitted for that occupation or not. They think that "success is entirely confined to the high peaks – the Alps and the Himalayas of life, forgetting that the lovely violet which most modestly fulfills its mission by shedding its fragrance all around it, is as worthy of praise as the mighty oak under whose shadow it blooms and dies." Nothing can be harmful to a young man than an ambition which over-reaches itself. In his or her struggle to reach those lofty heights for which he or she was meant by nature, he or she is apt to lose his or her foothold and tumble down, severely injuring himself or herself in the process and perhaps never to rise again.

Okolie (2014) argues that a person with an occupation in which he is a misfit goes through life devoid of physical vitality or intellectual vitality needed for a full life. Kirui (2007) in agreement states that thousands of students ended up pursuing careers which they had scanty knowledge about. Ruttoh (2015), in support of this estimated that not less than 10% of university students would want to undertake courses other than that for which they were admitted. Martinez-Pastor (2017) reports that in Spain, where university entrance is open to very large numbers of students, only 40% of students who register ever complete the degree course programme. In United States of America, almost two-thirds of high school graduates enter post-secondary education immediately after high school yet half of those leave within two years without earning any degree (Allen et al, 2018). This calls for establishment and implementation of comprehensive guidance and counselling in secondary schools which would assist students make wise and informed career choices.

2.6 Hindrances to Career Information Provision and Access

The MoE policy document points out that career guidance and counselling should be part of the Guidance and Counselling Support Services provided to learners and periodically produces career books to assist learners make career decisions (MoE, 2007). However the books do not offer guidelines on how the programmes should be implemented. In the United States of America several National Professional Associations have endorsed National Career Development Guidelines (NCDG). These guidelines have provided states and schools with a solid foundation from which to develop their own career counselling programme (UNSECO, 2000).

In Nigeria, Omoniyi (2016) regards guidance and counselling service as a fringe benefit instead of being directly linked with students learning. Salami (2008), agrees that neither the lack of conspicuous career education either at elementary or secondary school level nor students rarely going on field trips for career exploration limits the knowledge among the youth for career decision. Further there are no career conferences or observational learning which would expose students to different kinds of work and situations that could aid students in their choice of occupations. Therefore, the choice of a student's career is determined by students' best school subjects.

Bita (2015) revealed that career teachers in Kenya do not have the time or facilities to provide any career or psychological guidance to students. This is because career teachers have normal teaching loads. At times also they are called upon to be discipline teachers. Secondly, very few schools have career teachers and those that do, have no training on career counselling (Bita 2015).

Resources or tools (booklets, newspapers, catalogues, or electronic information systems such as the internet) that students can use to supplement what they get from the career teacher are inadequate (Guner, 2018). Cristina (2014), reported that in Romania Guidance programmes are generally equipped with tools students can use on their own, they include computerized

and non-computerized career information sources and college catalogues. They as well conduct testing for career planning.

Gender issues affect students when selecting careers. Some careers are seen as befitting girls and women. For example, girls choose teaching, nursing, secretarial, catering, hair dressing, law, commerce; while boys choose medicine, engineering, accountancy, motor mechanics, among others (Buser et al, 2014). In some cultures, the only career open to girls is marriage (Barnes, 2015).

There is little coordination among education stakeholders (the MoE, teachers, parents, students, career consultancies, NGOs, publishers, industries and organizations). The career counselor many at times is left to do his or her best all alone. Emily (2015), in agreement states that the delivery of a comprehensive career development programme in secondary schools should not and probably, cannot be the total responsibility of the counselor.

Those students in the rural areas lack access to career information because parents do not allow them to go away from home because they fear for their security and (Ball, 2009) yet the parents may not be knowledgeable on rapidly changing and emerging career trends (Mwaa, 2016). Other sources such as exhibitions that universities and technical training colleges hold are only in towns. Effective role models also live and work in towns. This calls for implementation of comprehensive career guidance and counselling programmes since eighty per cent of Kenyan population live in rural areas and therefore have no access to vocational information as compared to those in urban areas.

2.7 Gaps in the Literature Reviewed

The literature reviewed on career guidance and counselling in Kenya has shown that sound and informed career decisions are as a product of the quality of career guidance and counselling (Elizabeth, 2011). Analysis of this literature reveals a research gap on the quality of career guidance and counselling in the division. The school counselors have only one

career guide book from the MoE as their resource material which contains out-dated information. There are no enforced policies governing career guidance and counselling and the career teacher has to use his or her ingenuity and conventional methods in the provision of career information to students (Rukwaro, 2015). Issues concerning career guidance and counselling have been extensively studied. What have received little attention are challenges facing the provision of career guidance and counselling (Nyong'a, 2005). Further, though many scholars have written on career guidance and counselling, very few have attempted to study on the programmes in schools for career guidance and counselling (Orenge, 2011). From the literature review it is evident that there is inefficiency in the performance of the secondary school guidance and counselling department in assisting students make career decision which can be attributed to the use of conventional career guidance and counselling methods by school counselors making the students be poorly informed on career decision making (Nyarangi, 2011). The Government of Kenya in its Vision 2030 aims at increasing employment in the country as a factor towards economic growth through the three main sectors of employment in the country: the formal sector, the informal sector and the small holder agricultural sector. Yet the government has not taken career guidance and counselling in schools seriously by interpreting and enforcing policies (Ministry of State for Planning, National and Development, 2008). This study seeks to assess the effectiveness of career guidance and counselling for students career choice in view of suggesting possible solutions to the current situation.

2.8 Summary

The reviewed literature has established that career guidance and counselling programmes are important against a background of major changes in schools and in students post school opportunities (Ghimbuluţ, 2015) and that main purpose of career guidance and counselling as helping students in making competent career decisions that are appropriate to their abilities,

aptitudes, interests and other personality characteristics schools (Okolie, 2014). Although there are many careers to choose from individuals without guidance and counselling on future career choices can be limited in their career options, especially if they are unprepared for the requirements of the workplace, underestimate their capabilities, or are unaware of the range of workplace accommodations that can broaden their career options (Amani, 2014). Emily (2015), observed that a comprehensive guidance programme should have a full range programmes, such as assessment, information, consultation, counselling referral, placement, follow-up, and follow-through.

The literature review has established that the following career counselling tools could be useful in helping students gather career information: resource persons, peer students, teachers, school counsellor, materials containing career information and career events; students career knowledge should include information on subject combination for pursuance of various career education programmes and lack of such could cause students to be poorly aligned for realization of their careers, Adegbilero (2017) reported that thousands of students fail to get admission into higher learning institutions of learning because of improper subject combination in high school; and that the guidance and counselling department faces a myriad of challenges which could range from: insufficient written materials on and about careers, lack of career conferences, lack or unequipped guidance and counselling rooms, much teaching load to the school counselor, shortage or lack of career guidance and counselling resources and little coordination among education stakeholders.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents description of the study area, research design, the target population, sample size and sampling techniques, research instruments, pilot study, validity and reliability of the research instruments, data collection procedures, ethical issues in data collection and data analysis and presentation. Each of the sections mentioned above are explained separately below.

3.2 Study Area

This study was conducted in Mtito-Andei Division, Makueni County. This division lies in the geographical coordinates: 2°41ʹ 0" South, 38° 10' 0" East. The division is located in the Arid and Semi-Arid lands in Kenya and hence economically disadvantaged. In Mtito-Andei division many students do not to have knowledge on what they want to pursue later in life. This has been evidenced by the fact that even at form Three when students are expected to choose subjects in line with their career aspirations, many still do not have a clear idea of what they want to pursue in life. Statistics show that only 11 % of school leavers with form Four education in Makueni County secure formal employment (Gakuu et al, 2013). Moreover, there is little or no career guidance available for many students. Often, services are thin on the ground, with students not having access to the range of services they require to make informed educational and career choices (Kariuki, 2011). Further, the increased demand for education which is funded by meager resources from the region prompted the researcher to carry out the study in the region to determine whether the resources are properly utilized hence the need for assessment of career guidance and counselling for students choice.

3.3 Research Design

Orodho (2005) describes research design as the scheme, outline or plan that is used to generate answers to research problems. This study adopted a mixed method with descriptive survey research design. Quantitative approach is a method that uses numbers to describe phenomena (Fitz-Gibbon & Mellinda, 1987). McMillan and Schumacher (2010) stated that qualitative approaches are used with experimental, correlational, and descriptive designs as a way to summarize a large number of observations. These methods were best suited for this study because a descriptive survey research determines and reports the way things are and it attempts to describe such things as possible behavior, attitudes, value and characteristics (Mugenda &Mugenda, 2003). For this study the design was ideal because the researcher was interested in assessing vocational guidance and counselling in school and reporting its performance on counselling students' career choice making. Mugenda & Mugenda (2003), espouse that survey helps in collecting data for the purpose of describing a population which is too large to observe directly and a part from describing, it can be for purpose of explaining or exploring the existing status of two or more variables. This research design was best suited for the study because of the large population that was involved in order to achieve the objectives of the study.

3.4 Population and Sampling

According to Khan (2011), the term 'sampling' means the selection of a part of a group or an entirety with one aim of collecting complete information and the selected part, which is used to determine the feature of the entire population, is known as 'sample' while the entirety of all members is known as 'population'.

3.4.1 The Study Population

The study population consisted of form Three, form Four students, heads of guidance and counselling in secondary schools and heads of institutions in Mtito-Andei Division. The heads of the school guidance and counselling department were selected because they are

obligated with vocational information service provision to students. Students in forms Three and Four were the focus of the study because it is at this level of schooling that individuals start to make career decisions as they begin to focus on tertiary colleges for specialized trainings. Further the students were selected into the study because they were the consumers of the secondary school guidance and counselling services. Finally Forms three and four were presumed to have stayed in the school long enough to have understanding of career guidance and counselling than the lower classes. The Division had a total of 30 public secondary schools; 3 pure girls' schools, 3 pure boys' school, 11 mixed day schools, and 13 mixed boarding secondary schools as shown in Table 3.1. These schools had a total of 1,354 form Three and Four students.

Table 3.1 Schools in Mtito-Andei Division

TYPE OF SECONDARY SCHOOL	NUMBER OF SCHOOLS
Mixed day	11
Mixed day and boarding	13
Boys' boarding	3
Girls' boarding	3
Total	**30**

3.4.2 Sampling procedure and sample size

Sampling refers to the process by which the researcher attempts to select a representative group from the population under study. Cardwell (1999), states that "as an entire population tends to be too large to work with, a smaller group of participants must act as a representative sample" (p. 202), hence the need for sampling. In this study, convenience sampling was used in piloting the study data collection instruments by selecting participants purely on the basis that they are conveniently available to the researcher (Gray, 2004). Secondary schools were grouped into two categories; mixed schools and single sex schools from which simple random sampling was used to select the schools to participate in the study. The heads of the guidance and counselling department and the heads of the institutions from the participating schools were purposively selected into the research sample. Neumann (2003) notes that for

moderately populations of less than 10,000; then a sampling ratio of about 10% is needed so that the researcher can be equally accurate. In this study the target population was 30 heads of institutions and 30 school counsellors and 1,354 students hence 120 students were selected into the study, the researcher through purposive sampling picked15 heads of institutions and 15 school counsellors and eight students from each participating school through simple random sampling obtained making a total of 150 participants. The researcher designed marked raffles equivalent to the number of students and allowed each student to pick a raffle, from this exercise only eight students were selected to the study sample, as shown in Table 3.2. Simple random sampling ensures that every member in the research population had equal chance of being selected into the study sample (Mugenda & Mugenda, 2003).

Table 3.2 Table of Research Population

Target Population	Target population	Sample size
Heads of institutions	30	15
School counsellors	30	15
Students	1,354	120
Total	1,414	150

3.5 Research Instruments

The researcher used questionnaires for data collection. According to Kumar (2005), a questionnaire is a written list of questions, the answers to which are written by the respondents. In a questionnaire respondents read it, interpret what is expected and write down the answers. Gray (2004) notes that a questionnaire is a research tool through which respondents are asked to respond to similar questions in a pre-determined order. The researcher used open ended questionnaires for school heads, for the school counselors the questionnaire had open ended and closed ended aspects while the career guide for students was closed ended. The questionnaires for school counsellors had three sections four sections:

section A collected information on biographical data, section B collected information programmes for career choice and required the counsellor to tick appropriately (either yes or no), section C collected information on tools used for career guidance and counseling; in this section the respondent was expected to answer closed ended questions by making a tick and open ended questions by writing their opinions to support their choice for the closed ended questions where necessary, section D collected information on challenges to career guidance and counselling; the questions were closed ended of likert type which reflected agree or often or satisfied, undecided or rarely or not satisfied and disagree or never or dissatisfied. In the scoring scheme for likert scale a positive statements scored three (3) points for agree, often and satisfied, neutral statement scored two (2) points for rarely and undecided and negative statements scored one (1) point for disagree, never and dissatisfied. A score of 3 was considered to have a positive opinion towards the item, while a score of 1 in the item was considered to have a negative opinion towards the item and a score of 2 in an item was considered to have a neutral opinion. The questionnaires for students had two sections: section A collected information on biographical data and section B collected information on students' knowledge on careers with closed ended questions that require a yes or no response or a selection on a likert scale. In the scoring scheme for likert scale positive statements scored three (3) points for agree, often and satisfied through to one (1) point for disagree, never and dissatisfied. A score of 3 was considered to have a positive opinion towards the item, while a score of 1 in the item was considered to have a negative opinion towards the item and a score of 2 in an item was considered to have a neutral opinion.

3.6 Pilot Study

The reliability and validity of the research instruments was tried and tested before being used in data collection. The amendments to the research instrument were made as a result of jury recommendations and pilot test.

3.6.1 Instrument Validity

Validity refers to the ability of an instrument to measure what it is designed to measure (Kumar, 2005), how the data obtained in the study accurately represents the variables of the study (Mugenda & Mugenda, 2003). Gray (2004) adds that a valid instrument "must cover the research issues both in terms of content and detail" (p. 90). This study employed content validity which was judged using jury criterion. The researcher's supervisors and other members of the department of Educational Psychology in Moi University were requested to critique the items in the research questionnaires and make commends on their suitability and relevance for the study. Their recommendations were used to enhance the instruments validity.

3.6.2 Instrument Reliability

Kumar (2005) gave the literal meaning of reliability as dependable, consistent, predictable, stable and honest. In this case, it means the ability of the instrument to be consistent, stable, and hence, predictable and accurate. The greater the degree of consistency and predictability, the reliable the instrument. Thus, reliability of research instrument concerns the extent to which the instrument yields the same results on repeated trials (Kumar, 2005), and it gives the researcher confidence that the results actually represent the responses of the individuals involved in the study (Fraenkel & Wallen, 2003).

The schools chosen for piloting the instruments of study were conveniently sampled. The reliability of the study instruments was determined through test-retest in four schools in the neighboring division within a span of two weeks. The schools were two mixed secondary schools and two single sex schools. The Pearson's Product Moment Correlation (r) was used to calculate the reliability co-efficient for the research instruments; these research instruments yielded varied coefficients: 0.78, 0.67 and 0.65 for school heads, school counsellors and students respectively which meant the instruments were reliable.

3.7 Data Collection Procedures

This refers to the collection or gathering of information to serve or prove some facts (Kombo & Tromp, 2006). It involves the real process of going to the field to get the required information from the selected population. The researcher got an introductory letter from the Dean School of Education to enable him get a research permit from the National Council of Science and Technology before proceeding to the field. After acquiring the permit the researcher further sought permission from the Mtito-Andei Division Education Officer to enable him conduct the research in selected schools within the sub-county. Further the researcher sought permission from the Head-teachers of the selected schools to conduct the study. On the actual dates of the study, the researcher visited the selected schools and conducted the research.

3.8 Ethical Considerations

Ethical issues relates to the privacy of possible and actual participants, voluntary nature of participation, the right to withdraw partially or completely from the process, consent, possible deception of participants and maintenance of confidentiality of data provided by individuals or identifiable participants and their anonymity (Battiste, 2016). Mugenda& Mugenda (2011) also ascertains ethical as important considerations which any study must take care of in order to ensure high quality results and also protect the integrity of the researcher and also the respondents. The researcher explained the objectives of the study to the head teachers of the secondary schools involved in the study and to the participants. The participants were informed of their freedom to participate, decline or to withdraw any time from participating in the study. Confidentiality and anonymity of their responses was ensured as they were not required to write their names on the research instruments used in data collection. The respondents were assured of getting feedback from the researcher if they needed it after the study. This was aimed at securing co-operation from the respondents.

3.9 Data Analysis

Data analysis refers to the examination of the coded data critically and making inferences (Kombo & Tromp, 2006; Orodho, 2005). According to Oso & Onen (2005) data analysis entails separation of data into constituent parts or elements or an examination of data, to distinguish its component parts or elements separately or in relation to the whole. The items in the questionnaires were coded and entered into computer coding sheets. Coding is the process by which lengthy statements are reduced and sorted out into specific categories (Sommer, 1991). The researcher used Statistical Package of Social Sciences (SPSS) to analyze quantitative data while descriptive statistics which involved the use of percentages, frequencies and means, the data was then presented in form of tables. The qualitative data was analysed by identifying common descriptive words and themes and presented as narration.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter covers analysis of data and presentation of results for the study and interpretation. The information presented covers respondent's demographic data that includes

gender, academic and professional qualifications for Principals and Counsellors and the frequency of in-service/enhancement training in career guidance and counselling. The study respondents included the school principals, school counsellors and secondary school students. The findings and interpretation were analyzed according to the objectives and research questions. The results from the field were organized and presented in tables, pie charts and bar graphs in order to bring out a more logical and meaningful picture from the data gathered by the researcher. The study sought to answer the research questions based on the following objectives of the study.

(i) To identify the career programmes available to students' for career decision making in secondary schools in Mtito-Andei Division.

(ii) To assess students' knowledge in career options in secondary schools in Mtito-Andei Division.

(iii) To find out the career assessment tools used by school counsellors in assisting students make career decisions in Mtito-Andei Division.

(iv) To find out the challenges faced by the guidance and counselling department in offering career guidance and counselling in secondary schools in Mtito-Andei Division.

4.2 Questionnaire Return Rate

The researcher sought to establish the response rate of the respondents to the research instruments. The study targeted a total sample size of 150 respondents; who consisted of 15 school principals, 15 school counsellors and 120 school Students. Table 4.1 below shows the questionnaires response rate for the study.

Table 4.1: Respondents' Response Rate

Respondents	Sample Size	Response	Response Rate
School Principals	15	15	100%
School counsellors	15	15	100%

School Students	120	105	87.5%
Total	**150**	**135**	**90%**

The Table 4.1 shows that the return rate for school principals and school counsellors was 100% for each category. From the 120 students who were supplied with questionnaires, only 105 Students completed the questionnaires leading to a response rate of 87.5%. All these response rates were considered good for this study to assess career choice guidance and counselling for secondary school students because Kothari (2009) recommends a 60% rate as sufficient while Mugenda and Mugenda (2011) recommends a return rate of 50% as adequate for analysis and reporting.

4.3 Demographic information

The researcher sought to establish the general and demographic information of the respondents who participated in this study in order to understand them and their responses.

For the researcher to find out the access of the quality of career guidance and counselling services in secondary schools to students for career choice in Mtito-Andei Division, Makueni County, Kenya, it was considered important to establish the demographic information of the respondents which included: gender, type of the secondary school, the Professional Qualification for Principals and Counsellors and lastly the frequency of in-service or enhancement training in career guidance and counselling. The main objective for the consideration of personal information from the respondents was to have insight of different characteristics of the respondents who participated in this study and assess their ability to give reliable information. Fer (2012) asserts that, although demographic variables cannot be manipulated, researchers can explain relationships between them and the dependent variables.

4.3.1 Gender of the respondents

The researcher sought to establish the gender of the respondents. The responses are shown in table 4.2.

Table 4.2: Distribution of Respondents by Gender

Gender	School principals		School counsellors		School students	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
Male	11	73.33	6	40	44	36.67
Female	4	26.67	9	60	76	63.33
Total	**15**	**100**	**15**	**100**	**120**	**100**

From the research findings in table 4.2, it is very clear that the male school principals were the majority respondents 11 (73.33%) while female school principals comprised of only 4 (26.67%). Among the school counsellors, female counsellors were the majority with 60 % (9) while the male counsellors comprised only 6 (40%). The same trend applied to school students where majority of the respondents 76 (63.33%) were female while the male counterparts comprised of only 44 (36.67%). Investigation of gender among the school counsellors was an important parameter in this research study so as to establish the magnitude to which each of the gender influenced the provision of quality career guidance and counselling services in secondary. From the findings, female school counsellors were the majority than their male counterparts. This may imply that inadequacy of male school counsellors within the school affect the male students' access to career guidance and counselling in the secondary school since the male students feel insecure. According to Kanga (2017), the presence of female gender enhances students' adjustment to school environment for effective provision of guidance and counselling services. Gender disparity in favour of female students can be attributed to the fact that the girl-child education has been re-emphasized over the years leading to reduction of cultural norms such as early marriages and female genital mutilation (Orodho et al, 2014). This gender disparity calls for an affirmative action to ensure that the welfare of both genders is looked upon with the same strength (Masibo, 2010). Further, more female students were sampled to participate study

than their male counterpart, may be due more emphasis being put on girl child education hence more girls getting access to education.

4.3.2 Type of the Secondary School

For the researcher to assess the quality of career guidance and counselling services in secondary schools for students' career choice in Mtito-Andei Division, Makueni County, Kenya, it was necessary to know the type of the secondary schools involved in this study. The types of schools that the study was to be conducted are tabulated in the Table 4.3.

Table 4.3 Type of the Secondary School

Type of school	Frequency	Percentages
Mixed Day School	11	36.67
Mixed Day and Boarding School	14	46.67
Boys' School	2	6.67
Girls' School	3	10.
Total	**30**	**100**

The findings in Table 4.3 revealed that 37.93 % (11) of the schools sampled for the study were mixed day schools while 44.83 % (13) were mixed day and boarding schools and only 6.9 % (2) were Boys' schools. However, majority 10.34% (3) of the schools were girls' school from the responses obtained. This reflects the true picture of the schools sampled as the number of the girls' schools were more than the boys' schools and may be the reason as to why more girls 63.33% as shown in Table 4.2 were sampled to participate in the study.

4.3.3 Professional Qualification for Principals and Counsellors

The researcher further investigated the highest level of professional qualifications of the Principals and counsellor with the aim of determining their levels of school's career programmes management and competency in the provision of career guidance and counselling services. Professional academic qualifications of the school principals and counsellors was also a pointer to comprehension of career guidance and counselling services available in secondary schools in Mtito-Andei Division. Table 4.4 shows a presentation of

the data obtained on the highest professional qualifications of the school principals and the school counsellor.

Table 4.4: Professional Qualification for Principals and Counsellors

Professional Qualification	School principals		Trained School counsellors	
	Frequency	**Percent (%)**	**Frequency**	**Percent (%)**
None/Untrained	0	0	0	0
In-service	0	0	0	0
Certificate	0	0	0	0
Diploma	0	0	1	6.7
Degree	13	86.7	14	93.3
Masters	2	13.3	0	0
Total	**15**	**100**	**15**	**100**

Table 4.4 shows that majority of the school principals 13 (86.7%) and school counselors 14 (93.3%) had a degree as their highest profession qualifications. However only 2 (13.3%) school principals and 1 (6.7%) school counsellor had a master and diploma professional qualification respectively. None of the school principals had a diploma, in-service, certificate and untrained. For the trained school counsellors none of them had a masters, in-service, untrained and certificate as their profession qualifications. The high number of school principals and trained school counsellors with bachelors' degree may be due to Teachers Service Commission (TSC) employment requirements. This is in agreement with Teng (2016) who also posited that, academic qualification of the Principal and school counsellors has a positive influence on the quality of educational career services delivered in a school thus affecting the students career decision. Education attained was also a determinant in showing that school principals and counsellors understood the quality of career guidance and counselling services influencing students' career choice in secondary schools in Mtito-Andei Division.

The results indicated in Table 4.4, showed that all school principals had either a bachelor degree or a master degree, while the majority of the counselors interviewed,14 (93.3 %) had a bachelor degree, and a minority of 1(6.7%) had a diploma. The level of education for the school counsellors on guidance and counselling more so concerning career guidance and counselling positively influenced to a great extent the ability of a student to make wise career choices.

4.3.4 Frequency of In-Service/Enhancement Training in Career Guidance and Counselling

The researcher also investigated the frequency of in-service or enhancement training in career guidance and counselling among the school counsellors. The findings are presented in Table 4.5.

Table 4.5: Frequency of In-Service or Enhancement Training in Career Guidance and Counselling

In-service training	Frequency	Percentage (%)
Often	1	6.7
Rarely	5	33.3
Never	9	60.0
Total	**15**	**100**

According to the findings in Table 4.5, majority of the school counselors, 9 (60 %) never got enhancement training in career guidance and counselling to help them guide students on proper career choice in secondary schools. 5 (33.3 %) indicated that they rarely got any enhancement training even though it was an important component in their service delivery while minority 1 (6.7%) agreed to often access the training. This implies that a large number of school counsellors (60%) never got enhancement training in career guidance and counselling thus further limiting their competence in career guidance related information. This may be due to lack of awareness of the importance of training as avenues for experience sharing and updating of career and guidance related information or because the opportunities are not availed to them. This could be influenced by the fact that there are no strict

government policies on training for career guidance and counseling among the school counsellors. This finding clearly showed that the school counsellors were deficient of knowledge vital in assisting their students towards making clear and wise career decisions, because they did not continually acquaint themselves with career guidance and counselling. It was important that, school counsellors kept on updating, acquiring and upgrading their knowledge for effective performance in the guidance and counselling department (Oketch, 2012).

These study findings are also an indication that there is need for frequent training for career guidance and counselling among the school counsellors in secondary schools in Mtito-Andei division. This is critical because secondary schools with qualified career guidance and counselling personnels are more likely to benefit from the varieties of career guidance programmes rendered by these personnels as opposed to those that are utilizing career guidance counsellors with no specialized training. This key study finding is consistent with a study in Bureti Sub-county within Kericho County by Cheruiyot (2015) who observed that school counsellors must have a fairly high level of psychological sophistication in their professional education in order to meet the different expectations of their clients. According to him, the quality of counselling services rendered depended a great deal on the training of counsellors. The need for training by career guidance and counselling counsellors in Kenya had been highlighted in the study by Kamau et al (2014) where various recommendations were made for training and provision of career and guidance services. Research study conducted by Kuria et al (2015) on the relationship between teacher counselors' hours of exposure to training in career guidance and counselling and professionalism in service delivery in public Secondary schools in Nairobi, Kenya found that lack of enough duration for training was a hindrance to proper implementation of career guidance and counselling services in schools. The situation doesn't seem to have improved much as evidenced by the

findings of this study where only 1 out of 15 (6.7%) of the school counselors who participated in the study agreed to often access the career related in-service training courses/programmes. These results were supported by Wickman (2016) that those who have some form of training in career guidance and counseling services in Kenyan schools is as a result of their initiative to seek such trainings.

4.4 Programmes for Career choice

The first objective of this study was to identify career programmes available to students for career decision making in secondary schools. The researcher in this section sought information on career guidance and counselling programs that students were exposed to. The researcher wanted to know whether there were programmes and activities available in the school for enhancing career guidance and counselling.

Table 4.6 Awareness of Career Guidance and Counselling aims by School Counsellors

Awareness of aims	Frequency	Percentage (%)
Agree	10	66.7
Undecided	3	20
Disagree	2	13.3
Total	**15**	**100**

Table 4.6 shows that 9 (66.7%) of secondary school counsellors were aware of the secondary school vocational guidance and counselling aims while 3 (20%) were undecided and 2 (13.3%) were not aware of the vocational guidance and counselling aims. This therefore indicated that, majority of the counsellors were aware of the aims of guiding and counselling students in making a decision on career choice, and hence they were aware of their expectations as concerned career guidance and counselling programs, and this should be evident in their counselling of student for career decision making. This means that career guidance and counselling services in the schools have been effective in enlightening the students on career choice and on providing with information on subject selection and what

courses they lead to. The results further indicated that parents and peers had little influence on career choice. This means that only a few students were influenced by either their parents or their peers to choose a particular career. These findings are similar to those by Cojocariu, (2015) who reported that the level of career awareness among the school counsellors enabled the students to make right career decisions before they exit high school. The implication of these findings is that school counsellor's work together to ensure that students are well advised to avoid poor career decision making but often veer off the conventional methodology of helping adolescents choose own careers by intuitively coercing them to what they may not like. In Kenya, the MoE (2007) published a career guidance book which outlined the following career guidance and counselling aims: provide a basic classification of careers for the purpose of helping the consumer gain a better understanding of possible career options, their requirements (in terms of personal attributes, and professional training) and possible employment opportunities; help the learner to identify the relevant careers in relation to his or her values, interest and abilities; provide the learner with information on the various training institutions available to further his or her education and training in his or her life line of chosen career; and enlighten the learner and other stakeholders in the education sector on the contemporary and emerging trends in the world of work. Therefore, it is important for the school counsellors acquire the MoE career guide book and acquaint themselves with the purpose of career guidance and counselling.

Table 4.7: Counsellors who Conduct Individual and Group Career Guidance and Counselling to Students

Conduct Individual and group	Frequency	Percentage (%)
Yes	9	**60%**
No	6	**40%**
Total	**15**	**100%**

Table 4.7, shows that 9 (60%) of the respondents conducted individual and group career guidance and counselling while 6 (40%) showed that most counsellors do not. From two

school counsellors it emerged that they employed talks and discussions as the methods used for career enlightenment for the students on the current trends in the job market and emerging careers. Individual and group counselling sessions were important in helping students make informed career decisions and as indicated by the percentages almost half of those interviewed did not offer these life changing services to their students. Going by the findings that more than half of the counsellors had individual and group career guidance and counselling to students then a sizeable fraction of students should be able to make informed career decisions. In support of career guidance and counselling Rowell, (2014) noted that, individual and group sessions provide for open interaction and sharing between the counsellor and the student(s).

Table 4.8 Counsellors who Conduct Outdoor Activities for Career Guidance and Counselling for Career Guidance and Counselling

Outdoor activities	Frequency	Percentage (%)
Yes	5	**33.3%**
No	10	**66.7%**
Total	**15**	**100%**

Outdoor activities like workshops, career tours, career days and interactive job fairs were some important components in imparting career choice knowledge to many secondary school students. The researcher sought to know whether some of these activities were provided to students in the course of guiding and counselling for career choice. Table 4.8 showed a minority 5 (33.3%) of the respondents agreed that they offered their students outdoor activities and included a response in support that, "these outdoor activities help students in

gathering more information about their careers of interest", while a majority 10 (66.7%) indicated that they did not carry out these activities in their schools and as a result students lacked the necessary exposure, this might be caused by shortage of finances or lack of time by the school counsellors to organise such activities. These findings were contrary to Jolles, (2017) argument that, school counsellors should organize workshops for students and their parents to interact and share on matters regarding their career choice, their choice, their difficulties and influence on the careers. Therefore it was a clear indication that majority of school counsellors failed in their duties to expose their students to outdoor activities which play a big role in helping students make career decisions. In his study on factors influencing the implementation of career guidance in public schools in Vihiga County Nyong'a, (2005), established that lack of proper space for career guidance was a major factor hindering the effective implementation of the programmes. He had recommended that proper venues for guidance sessions be identified for effective implementation. In this study, only 5 of the 15 school counselors' respondents indicated that career guidance and counselling was done outdoor. The implication is that career guidance has not yet been given its proper place in public schools or policy makers have not established the importance of career guidance and counselling to the growing number of students in secondary school. The finding further sheds some light on the fact that recommendations from research findings carried out in the country might not be receiving the attention they deserve from education planners and managers.

4.5 Students Knowledge

The second objective of the study was to assess students' knowledge in career options in secondary schools in Mtito-Andei Division. The researcher sought to know whether students were aware of career opportunities available in the world, whether they had sought value clarification on the various careers and whether they ever sought assistance relating to exploration of career of their interest. The researcher also wanted to find out whether the

students had career aspirations, whether they were doing career assessment tests and whether they ever sought the services of the guidance and counselling office in relation to their career decision making.

Table 4.9 Awareness of Opportunities Available in the World of Work

Awareness	Frequency	Percentage
Yes	32	**26.7%**
No	88	**73.3%**
Total	**120**	**100%**

Table 4.9 showed that 88 (73.3%) of the students were not aware of the opportunities available in the world with a minority 32 (26.7%) indicating that they were aware of the available opportunities in the world, this scenario might be said makes them to be limited on knowledge of the various career options they can choose from and might result to uninformed career decisions. A research conducted by Orenge (2011) in Kenya revealed that 95% of the students were expected to enter university after graduation from high school by their parents, yet in Kenya far less than 50% of students who graduate from high school get admission into university overlooking the options of middle level colleges, which could be the more realistic choices for some students. What that implied was that students were not well informed about career trends in the country due to the lack of proper career guidance. Paadi, (2014), advised that, learners in our institutions could be educated on the wide range of job opportunities in the labour market, and the requirements in those sectors.

Table 4.10: Value Clarification on Various Careers

Value clarification	Frequency	Percentage
Yes	13	**10.8%**
No	107	**89.2%**
Total	**120**	**100%**

Table 4.10 presented findings on whether the students sought clarification on various careers. 107 (89.2%) of the respondents indicated that they had never sought clarification on various

careers while 13 (10.8%) agreed to have had done it. This percentage of students who either sought value clarification or didn't was worrying since it translated to mean that the students made career choices that were not informed or by glamour of various institutions of higher learning and consequently the students might make uninformed career decisions. Gordon et al, (2015) argued that a person with an occupation in which he was a misfit went through life devoid of physical vitality or intellectual vitality needed for a full life. Kivunja, (2015) in agreement stated that thousands of students ended up pursuing careers which they had scanty knowledge about. Kuijpers et al, (2011) noted that in selecting a vocation for a young man or woman, he or she and his or her parents were attracted by the loftiness or the lucrativeness of the profession irrespective of the fact whether he or she was fitted for that occupation or not, because they thought that "success was entirely confined to the high peaks – the Alps and the Himalayas of life, forgetting that the lovely violet which most modestly fulfills its mission by shedding its fragrance all around it, was as worthy of praise as the mighty oak under whose shadow it bloomed and died." Therefore the importance considering a lower institution of learning and train for a career in which one is fitted.

Table 4.11 Sought Assistance on Exploration of Careers

Assistance on career	Frequency	Percentage
Yes	5	**4.2%**
No	115	**95.8%**
Total	**120**	**100%**

The Table 4.11 above showed that only 5 (4.2%) of the students had sought assistance from the guidance and counselling department for purposes of making career decisions while a majority 95.8% had never. These figures pointed out that the students made career decisions based on information obtained from other sources which could not offer reliable information sufficient for making career decisions whereas they should seek such assistance from the guidance and counselling department. In Botswana the guidance and counselling unit

produced a career guidance and counselling manual where each identified career in the manual the following information was provided: specific duty, hours of work, conditions and preparation, entry requirements, prospects and projections about the job, possible institutions of training and where the individual could work. The school career counsellors needed to be assisting their students by clarifying and expounding the students' knowledge and understanding of the various careers for their wise career decisions.

Table 4.12 Career Aspiration

Career aspiration	Frequency	Percentage
Yes	117	**97.5%**
No	3	**2.5%**
Total	**120**	**100%**

Findings in Table 4.12 showed that 117 (97.5%) of the respondents had career aspirations as compared to 3 (2.5%) who had not and the choice for such career aspirations could be linked to the information in Table 4.24, however from the information presented in Table 4.15 that 32 (26.7%) are aware various opportunities available to them, table 4.16 only 13 (10.8%) sought value clarification on various careers and Table 4.17; therefore it can concluded that those the career aspirations could have been formed without the requisite knowledge. Kuijpers et al (2011) noted that, one might be attracted by the loftiness or the lucrativeness of the profession irrespective of the fact whether he or she was fitted for that occupation or not, yet nothing could be harmful to a young man than an ambition which over-reaches itself, and in his or her struggle to reach those lofty heights for which he or she was meant by nature, he or she was apt to lose his or her foothold and tumble down, severely injuring himself or herself in the process and perhaps never to rise again. Therefore it was the responsibility of the school counsellor to ensure that the students had a clear understanding of their personality, ability and the constraining factors towards pursuing their career aspirations.

Table 4.13 Career Test

Career test	Frequency	Percentage
No	114	**95%**
Yes	6	**5%**
Total	**120**	**100%**

Career assessment Table 4.13 indicated that 114 (95%) of the students had never done career assessment test while only 6 (5%) had the opportunity to sit for one, that might be due to lack of such tests as shown in Table 4.13, this gave the implication that the students did not have enough knowledge about themselves and hence were not in a position to make wise career decisions. Career tests analysed the traits of the student and matching them with the desired career; the students' traits were analyzed using testing tools such as vocational cognitive maturity test developed by Westbrook, self-directed search developed from John Holland's vocational personality theory (Hughes, 2015). The students could have been assessed and advised by the school counsellors on their career suitability using career assessment tests.

Table 4.14   Sought Career Guidance and Counselling Services

Sought services	Frequency	Percentage
Yes	19	**15.8%**
No	101	**84.2%**
Total	**120**	**100%**

According to the findings in Table 4.14 the researcher wanted to find out whether the students had sought the services of the guidance and counselling office in relation to their career decision making, 101 (84.2%) of the responded that they had not sought these services while 19 (15.8%) agreed to have contacted the guidance and counselling offices for guidance on their choice of careers, this might due to unavailability of the school counsellors due to the many duties allocated to them. Those responses gave the implication that the students could not have been aware of the varied services offered by the guidance and counselling office; career guidance and counselling being one of them or any other reason. Gordon et al, (2015)

argued that a person with an occupation in which he was a misfit went through life devoid of physical vitality or intellectual vitality needed for a full life. Kivunja, (2015) in agreement stated that thousands of students ended up pursuing careers which they had scanty knowledge about. Yuen, (2012) in support of this estimated that not less than 10% of university students would want to undertake courses other than that for which they were admitted. More awareness should be created among the students to utilize the guidance and counselling services in the school for advancing their self-understanding and acquire more knowledge on making career decisions.

Table 4.15   Availing Information to Students for Career Guidance and Counselling

Support	Frequency	Percentage
often	5	**4.2%**
rarely	23	**19.1%**
never	92	**76.7%**
Total	**15**	**100%**

The respondents were asked whether the counselling office provided students with career information, 5 (4.2%) as shown in Table 4.15 indicated that the departments oftenly provided them with career information, 23 (19.1%) indicated rarely did they get information while 92 (76.7%) never got any information concerning their career choice from their counselling departments, this might be due to failure of the students to seek such information from the guidance and counselling department. This lack of information from the guidance and counselling department made students deficient of knowledge for career decision making.

Crişan, (2015) in their study, reported that students needed to be provided with information on various careers, further in support of Gacohi et al, (2017) reported that students had no information whatsoever on careers and so they were confused whenever called upon to choose careers.

Table 4.16: Sufficient Information is offered to Students for Career Decision Making

Sufficient information	Frequency	Percentage
agree	4	**3.3%**
undecided	40	**33.3%**
disagree	76	**63.4%**
Total	**120**	**100%**

According to the findings in Table 4.16, 76 (63.4 %) of the respondents indicated that they do not get sufficient information from the guidance and counselling department while 40 (33.3%) were undecided and minority 4 (3.3%) agreed to have got enough information that could help make informed decisions about their career choice, this could be linked to failure of the students to seek such information from the school counsellors as evident in Tables 4.14, 4.16 and lack of coordination among stakeholders as evidenced by Table 4.29. The consequences of insufficient information regarding career was poor choices of careers that the students were bound to make. The information to students could be enhanced by availing resource materials such as career booklets, newspapers, career catalogues, or electronic information systems such as the internet, computerized career assessment tools; those resource materials supplement what they got from the career teacher were inadequate (Orenge, 2011). The school counsellors and the education stakeholders should ensure that there were adequate resource materials in the school so that there could be sufficient career resource materials in the schools and time is provided for guidance and counselling services in the school timetable.

Table 4.17: Students Understand Themselves in Terms of their Abilities

Students understand themselves	Frequency	Percentage
agree	9	7.5%
undecided	30	25%
disagree	81	67.5%
Total	**120**	**100%**

Respondents were asked whether they understood themselves in terms of interest, abilities and personalities, these aspects are very key in making right career decisions. As shown in Table 4.17 majority 81 (67.6%) indicated that they lacked self-awareness, 30 (25%) were undecided while 9 (7.5%) understood themselves and therefore the students might result pursuing wrong careers. The choice of an individual's career that derives self-satisfaction and fulfilment is heavily depended on the ability of the individual to understand themselves in terms of interests, abilities, personality and other constraining factors. The fact that majority of the respondents lacked self-awareness then it meant that the students definitely end up in careers they were suited by chance or not suited for by choice and aspiring for careers that they could not make in them. Students' self-understanding and self-awareness (abilities, interests and personality) was achieved through taking assessment tests. The achievement of self-satisfaction, self-fulfillment in the life and optimal output of the individual at the place of work results from individual's intrinsic motivation (the individual doesn't work because of the good pay, but due to the love and passion he had for the vocation) (Zhang, 2014), further a person in an occupation in which he was a misfit went through life devoid of physical vitality or intellectual vitality needed for a full life (Gordon et al, 2015).

Table 4.18: Source of Career Inspiration

Person	Frequency	Percentage
Parents	44	36.7%
Siblings	28	23.3%
Family relatives	18	15%
Peers	8	6.7%
Teachers	12	10%
School counselor	10	8.3%
Others	0	0%
Total	**120**	**100%**

According to findings in Table 4.16, the researcher wanted to find out the source of career inspiration among the students. According to Table 4.18 school counsellors scored 12 (10%) while parents and siblings took the lead with 44 (36.7%) and 28 (23.3%) respectively, and

family relatives, peers and teachers shared the remaining percentage. The role of the counsellor was minimal and hence majority of students might made career decisions without sufficient information about themselves, this might be attributed to poor performance of the guidance and counselling department in the secondary schools in assisting students choose careers that suited them; therefore the school counsellors needed to stamp their authority in the students career decision making process.

4.5 Tools used for Career Guidance and Counselling

The third objective of this study was to find out the tools used by the school counsellor in assisting students to make their career choice. In this case, the researcher wanted to find out whether the counsellors were carrying out standardized career assessment tests in the schools and whether the school counselling departments had materials for career guidance like screen TVs, career books and career based information for career exploration. Of importance also was to find out whether the counselling department had tools that could help acquaint students with necessary career information and self-understanding and whether they helped students to identify their personality and personality preferences.

Table 4.19: Counselors Undertake Career Guidance and Counselling

Career guidance	Frequency	Percentage
Yes	11	**73.3%**
No	4	**26.7%**
Total	**15**	**100%**

Students in educational institutions had career needs that called for guidance and counselling services which if unattended could lead to numerous disciplinary issues, wastage and failure to secure proper placement (Chircu, 2014). Table 4.19, showed that 11 (73.3%) of the respondents agreed that they carried out career guidance and counselling in their schools. 4(26.7%) indicated that they did not offer the services to their students. Data in Table 4.19

showed that a high number of school counsellors provided career guidance and counselling to students which was commendable. The provision career guidance and counselling equips students with information that would enable students make informed career choices.

Table 4.20: Resource Persons Who Offer Career Talk to Students

Career guidance	Frequency	Percentage
Peer counsellors	2	13.3%
Peer teachers	9	60%
Invited guests	2	13.3%
Others	1	6.7%
None	1	6.7%
Total	**15**	**100%**

As shown in the Table 4.20, majority of the sampled counselors 9 (60 %) agreed that peer teachers formed the highest percentage of resource people who guided and counseled students in career choice, with the reasons given for settling on them as: they were readily available, they were cheap for the school because they do not ask for financial incentives, they understood the students better based on their subject performance, the school heads were reluctant to spend on invited speakers and guests. The peer teachers helped the students with career decisions and choices during open forums and normal class lessons on subject choices and their implications on their careers. Further the peer teachers acted as facilitators for enlightening the students on careers. Though invited guests were 2 (13.3%) could be concluded to mean that the students lacked professional information and interaction with

people in various careers who could offer them better understanding of the various work environments. Hooley et al (2015) noted that subject teachers need to play a part in infusing career guidance and counselling concepts in their subjects, and help argument the programme based on the understanding that career guidance concepts were an integral part of the general school curriculum. The respondents also argued that the schools counsellors held individual and group career guidance and counselling where invited guests gave information on specific careers, subject choice and career choice.

As shown in Table 4.20 minority of respondents that constitute 2 (13.3%) indicated that speakers who were invited in the school by the guidance and counselling department because they are motivating, well informed in their area of expertise, the school administration was ready to pay them, and that they provided an alternative for change from the peer counsellors, peer teachers and student peer counsellors who are commonly used, a1 (6.7%) invited other resource persons, such as professionals in specific field and former successful students to guide and counsel their students, these resource persons provided information to students about; available careers, subject selection that match abilities, and other issues raised by the students. The successful former students encouraged the students to work hard in their academics. The peer student counsellors formed 2 (13.3%) of the resource persons, the respondents reported that they were very close, they interact with the fellow students more freely and they understood them better, and they had a good rapport with the rest of the students, such first-hand interaction offers the students crucial information and experience for making career decisions. Dama et al, (2019) while in support of invited guests stated that, they would give information not limited to career opportunities in public and private sectors available to those who left school but also touch on self-employment schemes, entry in various services and methods of recruitment into various agencies, while marketing their professions to the students.

From the data presented in Table 4.18 peer teachers formed the largest percentage of resource persons used by students to advice students on careers and the main reason for using them as resource persons were; they were not expensive and that they were readily available, followed by fellow students in the school who had equal percentage as the invited guests. The invited guests who are practicing in various professional fields should form the large percentage, so that they gave the students first-hand information which was of great importance to students in making career decisions.

Table 4.21: Standardized Career Assessment Tests for Career Decision Making

Assessment tests	Frequency	Percentage
Yes	4	**26.7%**
No	11	**73.3%**
Total	**15**	**100%**

The researcher wanted to find out whether the counselling departments made use of standardized career assessment tests in assisting their students make career choices; the findings in Table 4.21 shows that majority 11 (73.3%) agreed that even though the tests were important for their students, they did not offer them while minority 4 (26.7%) agreed to have offered these tests once in a while as indicated in the Table 4.19; however when the school counsellors were asked to mention the type of career assessment tests they used, the school counsellors identified these tools as; co-curriculum activities, performance and interest in the individual subjects by students, assessing development progress of mentors and resource books tailored for career decision making. This could be concluded to mean that they did not have any career assessment tests and consequently the students did not get evaluated on their personalities, abilities and hence they could not be relationship said to decide their choice for career based on the career assessment tests. Amani (2016) noted that attitudes, abilities and interests like other hypothetical constructs were not directly observable or measurable and

their existence was inferred from a certain class of evaluative responses to the attitude, abilities and interest object. Ajzen (1991) added that evaluating responses of behavioral type consisted of the overt actions that people exhibit in relation to the attitude object it entails. Therefore, students' evaluation of career services provision in schools could be useful in suggesting their intention to participate and engage in the available career services.

Table 4.22: Materials for Career Guidance

Materials	Frequency	Percentage
Yes	2	**13.3%**
No	13	**86.7%**
Total	**15**	**100%**

Table 4.22, showed that a majority 13 (86.7%) did not have materials for career guide and counselling while 2 (13.3%) agreed to having access to materials and distributing them to their students. These materials included career books and pamphlets from Kenya KICD, MoE, bookshops, home library and newspapers. In the absence of such materials the students lacked information on the various career and subsequently they may be bound to make poorly informed career decisions. Successful career guidance and counselling to students in schools should include career programmes which can comprise the use of mass media, books, professional journals, internet, video, occupational flyers, career counselors, teachers and exposing students to role models (Orenge, 2011). Providing access to such information would allow students to search for information of interest to them (UNESCO, 2000) and job shadowing could help a student learn exactly what a certain career was about through interacting with the profession or seeing the mentor perform, this would deepen a student's understanding of that specific career (Mahon et al, 2011).

Generally the use of career programmes such as internet programmes, career visit, career workshops and other ways related to these could help students in getting career information available within and outside the country (Kivunja, 2015). Essentially, individuals needed to understand what existed in the world of work so that they could examine the different career options available and decide their relevance to their personal characteristics.This implied that the students did not get access to materials that contained information about the various careers, where those careers were offered and their requirements and job description.

Table 4.23: Career Tours or Visits

Career tours or visits	Frequency	Percentage
Often	2	**13.3%**
rarely	10	**66.7%**
never	3	**20.0%**
Total	**15**	**100%**

Career tours were important components in the acquisition of career knowledge for students. 10 (66.7%) and 3 (20%) of the counsellors respectively indicated that, they rarely and never had career tours to enhance their student's ability to choose their careers wisely; this was represented in Table 4.23. Only a minority 2 (13.3%) showed they often went for career tours. However from the school counsellors who agreed to career tours and visits 12 (80%) had neither organised a single tour, a visit in their schools but argued that the students learnt from the trips organised by other teachers and the school administration; those trips included annual games competitions, annual science fairs, symposiums and educational trips. Those data made it clear that the students' did not get the experience in the various careers and could end up choosing a career just from hearsays but not from information acquired during the career tours. In justifying the importance of career tours and visits, D'mello, (2018) noted that tours or visits to commercial establishments and in industries followed by reports written and group discussions would be eye openers to desired careers by students.

Table 4.24: Help Students Identify their Personality and Personality Preferences

Materials	Frequency	Percentage
Yes	9	**60%**
No	6	**40%**
Total	**15**	**100%**

Table 4.24, Showed that 9 (60%) of the counsellors helped students identify their personality and personality preferences while 6 (40%) indicated that they had not been doing so. The strategies employed in helping students identify their personality and personality preferences included; 'one on one talk', 'oral discussions with the students' and 'helping students realize their potentials', such activities help the students a great deal in gaining knowledge and information on various careers and the world of work. Failure to understand ones personality and personality preferences could have led to choice of a career because of the profession's loftiness and lucrativeness irrespective of the fact that he or she was fitted for that occupation or not (Kivunja, 2015). Understanding of an individual's personality was key in making of career choices, therefore more effort needed to be put towards increasing the number of students helped to understand their personality and personality preferences, Forster et al (2016) agreed that "man derives personal satisfaction from his vocation and ones vocation apart from influencing his social life, also distinctly influenced his thinking, emotions and personality" (p. 104). Hughes (2014) concurred with this idea by stating that "the separation of a man's vocational life from his personal life is a false distinction and it is in his vocation that a man often takes on the stereotypes of his time, and of his society" (p. 170). Thus, choosing a proper vocation is very important for an individual since the choice of the wrong

career led to dissatisfaction for the individual and often a revolt and a change of vocational choice. This meant frustration for the growing adult, waste of energy, money and precious time (Forster et al, 2016).

4.6 Challenges to Career Guidance

The fourth objective was to find out the hindrances faced by the guidance and counselling departments in offering career guidance and counselling in secondary schools. The sampled counsellors were asked whether there were policies that supported career guidance and counselling, whether the government had developed guidelines and the extent to which they were satisfied with the schools purpose of career guidance and counselling. The researcher also wanted to find out the support their departments received, whether there were too many non-counselling duties that affected their counselling activities and whether there was coordination among stakeholders in the education system.

Table 4.25: Policies that Support Career Guidance and Counselling

Policies	Frequency	Percentage
Agree	2	13.3%
undecided	3	20%
disagree	10	66.7%
Total	**15**	**100%**

According to Table 4.25, 2 (13.3%) agreed that there were policies that supported career guidance and counselling in secondary schools in the area of study while 3 (20%) were undecided. The research findings further revealed that, majority of the respondents10 (66.7%) denied there was existence of proper policies to support career guidance in the schools. This large percentage of school counsellors acknowledging the non-existence of career guidance and counselling policies could be interpreted to mean that, the school counsellors did not know the policies which guided the provision of career guidance and counselling, and hence this might be making them inefficient in the provision of career guidance and counselling services thus disadvantaging the students. In support of career guidance and counselling, Wambu and

Fisher (2015) recommended drastic measures be taken to ensure better provision of counselling to all students; such changes called for more sophisticated approaches to the policies and models of school counselling programmes and development of system support.

Table 4.26: Awareness of Career Guidance and Counselling Guidelines by School Counsellor

Guidelines	Frequency	Percentage
Agree	2	**13.3%**
undecided	1	**6.7%**
disagree	12	**80%**
Total	**15**	**100%**

The researcher wanted to find out whether the school counsellors were aware of the government's guidelines which determined the course within which career guidance and counselling should be implemented in secondary schools in the country. The findings in Table 4.26 above showed that a minority 2 (13.3%) agreed to the existence of those guidelines. Those findings revealed that more than 12 (80%) disputed the existence of guidelines under which guidance and counselling operated and hence career guidance and counselling, this implied that the school counsellors do not know the guidelines within which they should work within, hence the importance for school counsellors to acquaint themselves with those guidelines. UNESCO (2000) noted that guidance and counselling guidelines provided schools with a solid foundation from which to develop their own career guidance and counselling programme. In the Kenyan government's vision 2030 effort of increasing employment failed to consider school guidance and counselling as key in addressing unemployment and under-employment.

Table 4.27: Purpose of Career Guidance and Counselling

Awareness of aims	Frequency	Percentage
Satisfied	1	**6.7%**
Undecided	0	**0%**
Dissatisfied	14	**93.7%**
Total	**15**	**100%**

The findings of this study on the level of satisfaction with the purpose of career guidance and counselling services in the school established that, there was high dissatisfaction by the school counsellors. The findings as shown in Table 4.27, revealed only 1 (6.7%) of the counsellors were satisfied with the purpose of career counselling in their schools. Majority 14 (93.3%) were dissatisfied with time, resources and materials available in school for purpose of career guidance and counselling in secondary schools, this exposed the guidance and counselling department to great challenge towards achieving its purpose. The MoE (2007) published a career guidance book which outlined the following purposes: provide a basic classification of careers for the purpose of helping the consumer gain a better understanding of possible career options, their requirements (in terms of personal attributes, and professional training) and possible employment opportunities; help the learner to identify the relevant careers in relation to his or her values, interest and abilities; provide the learner with information on the various training institutions available to further his or her education and training in his or her life line of chosen career; and enlighten the learner and other stakeholders in the education sector on the contemporary and emerging trends in the world of work. This implies that the guidance and counselling department was inadequately equipped to offer career guidance and counselling efficiently.

Table 4.28: **Non Counselling Duties that Affect School Counsellor's Counselling Activities**

Too many non counselling duties	Frequency	Percentage
agree	10	**66.7%**
undecided	3	**20%**
disagree	2	**13.3%**
Total	**15**	**100%**

The study findings according to table 4.28 revealed that 10 (66.7%) of the respondents had sundry non-counselling duties that affect their career guidance and counselling activities. Further the study showed that a minority 2 (13.3%) were satisfied with the number of non-counselling duties in their schools that could leave little or time for guidance and counselling activities. A counsellor serial number 2 complained that.

> A*m allocated duties equal to the other teaching staff members ranging from maximum teaching workload, being a Teacher On Duty (TOD) to being a member of school disciplinary and all these compromise the performance of school guidance and counselling programme.*

Only one over fifteen teachers complained of dual role of teacher counsellors that gives strain on the counselor's time and which could discourage students from accessing counselling facilities (Cooper, 2013).Those duties allocated to school counsellors posed a challenge to them in their effort to offer career guidance and counselling services hence the department inefficient. That finding was supported by Awinsong, (2015) found that the dual responsibilities of teacher and counselor adversely affected access to counselling programmes by most students. That pointed out that, the school block time Table had got very little or no time in the school programmes for guidance and counselling activities.

Table 4.29: Guidance and Counselling Rooms

Guidance and counselling rooms	Frequency	Percentage
available	8	**53.1%**
not available	7	**46.9%**
Total	**15**	**100%**

Guidance and counselling rooms provided conditions and for avenue for guidance and counselling. Table 4.29 shows 8 (53.1%) of the schools had designated guidance and counselling rooms while the rest did not have. However it was the government's requirement that every school should have guidance and counselling facility. From the analysis of the school heads, it prominently emerged that there was shortage of funds to construct the guidance and counselling rooms. Among the principals' questionnaire respondent serial number 9 could be quoted to have written that

The school funds are very much limited and the school financial needs are many hence the need to prioritize for a guidance and counselling rooms does not come among the key priorities.

This makes the guidance and counselling lack funds for it smooth operations and consequently the students might be on the receiving end due to ineffectiveness of the guidance and counselling department as pertains career guidance and counselling

4.6.1 Appointment of School Counsellors

The results reported by school heads verbatim analysis was reported there in the form of excerpts of the standards applied in the appointment of school counsellors. They were reported as direct quotations which captured the opinions. During the study varied themes emerged:

4.6.2 Individual Character

The character of the individual featured prominently as one of the baselines for the appointment of school counsellors. For instance, respondent serial number 3 among the school heads wrote that:

The choice of the school counsellor is mainly based on the religious believes of the individual because he or she should have a strong Christian background and have good morals and values because without these one can't be entrusted to take on guidance and counselling.

Participant serial number 8 wrote that

The following considerations are factored:

- *Strong Christian foundation*

- *Good morals so as to be a good role model to the students*

- *Personal attributes e.g. non-alcoholic and non-smoker*

This response depicts a guidance and counselling department that lacks the professionalism that is required for its optimal performance, since the appointed persons into the department lack the preliquisite knowledge and qualifications for execution of career guidance and counselling services and consequently disadvantaging the students, hence such appointments should be based on qualifications.

4.6.3 Professional qualifications

In settling on the choice of the school counsellor some school principals felt that professionalism should be considered. For example, respondent serial number 11 form the school heads wrote that:

The school counsellor should be of a particular age limit, a registered TSC teacher, their level of training and the appointment should be done in a staff meeting.

The attributes of the school counsellors need to be set out in clear policies that should guide the secondary school administration in their appointment of the school counsellors so as to enhance the performance and effectiveness of the guidance and counselling department.

Table 4.30: Coordination among Stakeholders

Awareness of aims	Frequency	Percentage
agree	2	**13.3%**
undecided	3	**20%**
disagree	10	**66.7%**
Total	**15**	**100%**

As shown in the Table 4.30 majority of the respondents that constitute10 (66.7 %) agreed that there had been no coordination between stakeholders even though its core to effective execution career guidance and counselling to students in secondary schools. A minority 10 (13.3%) indicated that there was enough coordination among stakeholders to support the guidance and counselling department in its dissemination, conduction of it activities towards assisting students make career choices. The lack of cohesiveness among the stakeholders causes them loose focus on the importance of the guidance and counselling department hence compromising its effectiveness. In support of this view Burkard et al, (2012) noted that comprehensive career guidance and counselling activities provide for career guidance and counselling through involvement of all education stakeholders and those in public and private sectors of a country and a variety of roles and instructional settings. Wilkerson (2012) in agreement stated that the delivery of comprehensive career development programme in secondary schools should not and probably, could not be the total responsibility of the counselor.

Further the study found that, though the school counsellors received the enlisted forms of financial support: sponsoring them for guidance and counselling seminars, availing funds for invited guests, purchasing guidance and counselling books and availing time for guidance and counselling sessions within the school timetable, the support was tied to availability of funds.

However a school administrator quoted that

I have never seen the guidance and counselling office seek any support from my office.

4.7 Summary

This study found that above 60% of school counsellors were aware of career guidance and counselling and did conduct career guidance and counselling as shown in Tables 4.6 and 4.7, and helped students identify their personality and personality preferences (Table 4.24), the use of standardized career assessment tests recorded 26.6% as shown in Table 4.13, peer teachers registered the highest with 60% under the resource persons utilized (Table 4.20), and availability of career guidance and counselling materials registered 13.3 % as shown in Table 4.21. The study findings also revealed that less than 30% of the students were aware of the career opportunities available, sought career value clarification on various careers, had taken career assessment tests, sought career guidance and counselling services from the school counsellor, had been availed with information containing career guidance and counselling, and understood themselves in terms of their abilities as shown in Tables 4.9, 4.10, 4.13,4.14,4.15 and 4.17 respectively, but had their main source of career inspirations from their family and relatives as evidenced by Table 4.18. Further this study established that there no policies put in place to support career guidance and counselling since 66.7% of school counsellors disagreed with regard to that view (Table 4.25), 13.3% of school counsellors were

not aware of the career guidance and counselling guidelines (Table 4.26) and more than 90% were not satisfied with the purpose of career guidance and counselling as shown in Table 4.27, Table 4.28 shows that 66.7% of school counsellors had too many non counselling duties, there are insufficient guidance and counselling rooms (53.1% level of rooms availability) as shown in Table 4.29, and lack of coordination among the education stakeholders (13.3%) as shown by Table 4.30.

CHAPTER FIVE

SUMMARY OF RESEARCH FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The main purpose of this study was to assess the quality of career guidance and counselling services in secondary schools for students' career choice in Mtito-Andei Division, Makueni County, Kenya. Three sets of questionnaires were utilized to gather the required data from the school Principals, school counsellors and students respectively in the secondary schools in Mtito-Andei Division. This chapter provides a summary of the major findings, conclusion and recommendations. The summary of the research findings provided is based on the assessment of the quality career guidance and counselling services for secondary school students and suggestions for strategies for improvement. This chapter finally provides suggestions for further research.

5.2 Summary of research findings

This section provides a summary of the research findings based on the research objectives that were formulated in the study.

5.2.1 Career programmes in secondary schools

Research findings revealed that, for students to make informed career decisions they need to be exposed to career guidance and counselling activities. For smooth transition into world of work and also increase self-employment students ought to acquire life skills such as effective work habits, effective planning, good communication, self-evaluation, problem solving and work independence. The career guidance and counselling programs that students need to be exposed to included but not limited to job shadowing, career exhibitions, work experiences, counsellor advice, annual career counselling programs, co-operative career counselling, observation of role models and active involvement.

The findings show clearly that majority of school counsellors 10 (66.7%) were aware of the aims of secondary school guidance and counselling, this could be attributed to the career guide book published by the ministry of education in 2007. However the school counsellor activities do not reflect such among the students. The research findings revealed that 9 (60%) of the school counsellors offered individual and group counselling but not as frequently, routinely and as a continuous practice in the school and very few schools had out-door activities for career counselling, this view is supported by Claiborne et al (2014). The cause for this inconsistency and lack of continuity in individual and group counselling could be due to the many non counselling duties which leave very little or no time for guidance activities as justified by Table 4.27. Results from this study as in table 4.8 further unveiled that the 5 (33.3%) of the schools had no outdoor activities, this could be attributed to failure to allocated time for guidance and counselling within the school annual calendar.

5.2.2 Students' knowledge on career options

This research found out that students' knowledge on careers is very key in the career decision and that they need to be provided with information in developing self-understanding, exploration and planning, value clarification, acquisition of decision making skills, finding jobs and careers, interpersonal relationships, understanding the guidance programme, career awareness, selection of courses, subject combination and admission requirements for various courses, course training duration and where the courses are offered, and situation and trend of job market.

Research findings revealed that 80 (67.6%) of students lacked self-understanding for career decision making; this could be attributed to the following facts of this study: 23 (76.7%) were not availed with materials containing career information (Table 4.15) might be because the materials were not available in the school as confirmed by Table 4.21, career guidance and counselling in the school did not offer them sufficient information for career decision making

(Table 4.16) and this might have attributed too many non counselling duties as per Table4.30 or lack of time for career guidance and counselling or lack of career guidance knowledge from the counsellor, 101 (84.2%) and 115 (95.8%) had neither sought the assistance of the guidance and counselling office for career decision making (Table 4.14) nor sought assistance on career exploration (Table 4.11) respectively, and 114 (95%) had not done a career assessment test (Table4.19) probably because the tests were not available in school. Further the research findings showed that 117 (97.5%) of the students had career aspiration (Table 4.12); this can be argued that majority of the students got the career aspirations from other individuals apart from the school counsellor, this is confirmed by Table 4.29 where school counsellors scored 12 (10%) and the rest of the percentage taken up by parents, siblings, family relatives, teachers and peers; this is confirmed by Table 4.18.

5.2.3 Career assessment tools used by school

The findings revealed that tools enable students to identify their abilities, knowledge, skills and attributes for them to have realistic understanding of self for career decision making. The tools that can be used by school counsellors in assisting students gain self-understanding include; invited speakers who are professionals in various fields, fellow teachers, peer students counsellors, former successful students, standardized career assessment tests, materials containing career information (Screening films, videos, books, brochures, college and university catalogues and computer based information and internet), and organization of events which expose students to careers.

The study findings in Table 4.20 established that majority of the school counsellors employed mainly fellow teachers 9 (60%) and peer student counsellors 2 (13.3%) since they are readily available and cheap, while very few schools 2 (13.3%) were ready to spend on invited speakers who were used on rare occasions; the choice of an external speaker being invited in the school is likely directly tied to availability of funds, or willingness of the school

administration and or availability of a suitable speaker. Majority of counsellors 12 (73.3%) had never assessed students' personality and personality preferences for career decision making; this is justified by the information in Table 4.23 but these counselors' help can be argued to be short in meeting the students' career information needs, because they lacked the necessary tools, with 13 (86.7%) others having no materials containing career information as shown in Table 4.21; this is most likely to be attributed to lack of funds to purchase them. Further Table 4.22 shows that 12 (80%) of counsellors argued they had career tours and visits, yet it were the school normal students trips, symposiums, science fares and educational trips therefore they can't be referred to as career tours and visits.

5.2.4 Challenges faced by the guidance and counseling department in offering career guidance in secondary schools

The study findings revealed that, there are several challenges associated with the provision of career guidance and counselling in secondary schools. Effective career guidance and counselling enables students make wise career decisions and go through life with minimal difficulties at their work place due to self-acceptance. The challenges experienced by the guidance and counselling department in dispensation of its duties included: 12 (80%) of the school counsellors lacked awareness on the existence of career guidance and counselling guidelines and policies (Table 4.25) might be due to lack of information materials or poor implementation and establish of the secondary school guidance and counselling program; lack of counsellor satisfaction 13 (93.3%) with the purpose of secondary school career guidance and counselling, this might be caused by lack career materials, failure of time allocation for career guidance and counselling; presence of too many non counselling duties that affect the provision of career services to students evidenced by Table 4.27 where 10 (66.7%) of counsellors agreed that there are too many non-counselling duties; 7 (46.9%) of the schools lacked of guidance and counselling rooms and where the rooms are available they are poorly equipped; the choice of the school counsellors being based entirely on an

individual's morals and religious convictions with other criterions as teachers registration by the teachers service commission, the age of the individual and the choice of the school counsellor being arrived at in staff meetings without consideration of their ability to offer professionalized career guidance and counselling; and 66.7% of counsellors argued that there was lack of coordination among the concerned stakeholders (Table 4.29). The education stakeholders need to review the establishment of guidance and counselling for career guidance and counselling by allocating resources and facilitating relevant materials.

5.3 Conclusion

It can be concluded that the existing career guidance and counselling services are inadequate and do not support quality service delivery. Therefore, there is need for the Kenyan government to review the current establishment of secondary school career guidance and counselling to guarantee adequate, efficient and quality service delivery.

Research findings revealed that, career guidance and counselling is the back bone for a student to making of wise and informed career decisions. However, it was found out that there were many challenges encountered in the provision of career guidance and counselling such as: lack awareness by the school counsellors on the existence of career guidance and counselling guidelines and policies; lack of counsellor satisfaction with the purpose secondary school career guidance and counselling; presence of many non counselling duties that affect the provision of career services to students; lack of guidance and counselling rooms and where the rooms are available they are poorly equipped; the choice of the school counsellors being based entirely on an individual's morals and religious convictions with other criterions as teachers registration by the teachers service commission, the age of the individual and the choice of the school counsellor being arrived at in staff meetings without consideration of their ability to offer professionalized career guidance and counselling and lack coordination among the concerned stakeholders. The study findings have established that

career guidance and counselling services in Mtito-Andei division are inadequate and poorly equipped in terms facilities, resources and personnel hence it can be concluded that provision of career guidance and counselling is compromised.

5.4 Recommendations

The study findings revealed that Mtito-Andei division faced a lot of challenges in provision of career guidance and counselling. Therefore, based on the findings and conclusions of the study, the following recommendations were made to support quality service delivery for students' career decision making.

i   Capacity building for the guidance and counselling personnel

This study findings show that, the role school counsellors vital to the entire process of student's career decision making, consequently if the role of the under estimated a student ends up making career choice devoid of relevant career information and self-understanding. Therefore this study, recommends that the government employs trained counsellors and initiate frequent in-service career guidance and counselling seminars for counsellors so that they can guide, advice and counsel students especially with career decisions. Further finances should be allocated for the guidance and counselling department to make use of resources persons.

ii   Develop career guidance and counselling programmes

This study revealed that career guidance and counselling programmes are fundamental in assisting students get exposure on the nature and expectations of various careers, such programmes include career tours, job shadowing, career exhibitions, work experiences, counsellor advice, annual career counselling programs, co-operative career counselling, observation of role models, active involvement and career weeks. Effective utilization of these programmes gives the students an opportunity to share, experience and acquire more information concerning available careers and there increasing their ability to make informed

career decisions. This research further revealed that individual and group career guidance and counselling is neither continuous nor routinized yet guidance and counselling is continuous process.

iii   Equipping the guidance and counselling department with materials for career guidance and counselling

The findings revealed that materials helped students to identify their abilities, understand their personality and personality preferences and self-understanding for career decision making. The school counsellors can make use of materials such as standardized career assessment tests, occupational flyers, career books, materials containing career information (Screening films, videos, books, brochures, college and university catalogues and computer based information and internet), and professional journals which expose students to careers. The guidance and counselling department should have such materials so as to avail them to the students for self-assessment and acquire information about careers. These materials can bought form book shops, developed by the MOE or acquired from universities and college catalogues.

iv   Support to the guidance and counselling department

This research revealed that, there is minimal coordination and support from the education stakeholders, and this exposes several bottle necks to delivery of career counselling services to students. This study recommends that, the MOE should formulate career guidance and counselling policies, purposes and guidelines, the school management should allocate funds to the guidance and counselling department to facilitate its functions and operations, time should be allocated in the school block time Table for guidance and counselling and consider the school counsellors work load per week so that they can have time for guidance and counselling, the school counsellors should create awareness and sensitize students on the role

of guidance and counselling department about students career decision making, and further the counsellors should improve on career exploration and value clarification to students.

5.4 Suggestions for Further Research

The study proposes the following areas for further research:

i. A similar study should be carried out in other divisions within the country to establish the current state of career guidance and counselling in the schools.

ii. A research should be carried out to investigate the status of career guidance and counselling in private secondary schools.

iii. A research should be carried out to evaluate the suitability of secondary school career guidance and counselling for self-employment.

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APPENDICES

APPENDIX 1: SCHOOL PRINCIPAL'S QUESTIONNAIRE GUIDE
Instructions

This questionnaire is designed to collect data on *'The assessment of quality of career guidance and counselling services in secondary schools for students' career choice in Mtito-Andei Division, Makueni County, Kenya '*. This questionnaire seeks your opinion on vocational information service provision in your school. This study forms part of my M.PHIL. Degree at Moi University and should help in improving the school career guidance and counselling. Do not write your name to ensure complete confidentiality. Please respond to all the questions. Tick (√) where applicable or write the answer in the provided space(s). There is no RIGHT or WRONG answers. I am only interested in your opinions. The terms Career guidance and vocational guidance are used interchangeably.

Section A: Biographical information

Serial [| |]

1. Academic and professional qualifications in guidance and counselling

Untrained	Certificate	Diploma	Degree	Master's Degree

2. Is guidance and counselling active in your school?

   (a) Yes [ ]   (b) No [ ]

3. (a) Does the school have a designated guidance and counselling room?

   (a) Yes [ ]   (b) No [ ]

   (b) If NO, in 3. (a) above, how does the school plan facilitate such? Kindly explain.

....

....

....

4. What standards are considered in the appointment of the school counsellors? Kindly state them.

....

....

....

5. How much support does the guidance and counselling department receive from your office? Kindly state.

....

Thank you for your time, co-operation and assistance.

APPENDIX II: SCHOOL COUNSELORS CAREER GUIDE QUESTIONNAIRE

Instructions

This questionnaire is designed to collect data on *'The assessment of quality of career guidance and counselling services in secondary schools for students' career choice in Mtito-Andei Division, Makueni County, Kenya '*. This questionnaire seeks your opinion on vocational information service provision in your school. This study forms part of my M.PHIL. Degree at Moi University and should help in improving the school career guidance and counselling. It is divided into five sections: Section A, Section B, Section C, section D and section E which aim at collecting the information on biographical information, Programmes for Career Choice, Tools used for career guidance and counselling and finally the Challenges to Career Guidance respectively. Do not write your name to ensure complete confidentiality. Please respond to all the questions. Tick (√) where applicable or write the answer in the provided space(s). There is no RIGHT or WRONG answers. I am only interested in your opinions. The terms Career guidance and vocational guidance are used interchangeably.

Section A: Biographical information.

Serial

1. Academic and professional qualifications in guidance and counselling

Untrained	Certificate	Diploma	Degree	Master's Degree

2. How often do you attend in-service/enhancement training on vocational guidance and counselling?

Often	Rarely	Never

Section B: Programmes for Career Choice

3. I am aware of the secondary school vocational guidance and counselling aims.

Agree	Undecided	Disagree

4. (a) Does the guidance and counselling department conduct individual and group career guidance and counselling to them make informed career decisions?

(a) Yes [ ]   (b) No [ ]

(b) If Yes, in 4. a) above what criteria/methods/strategies do you employ? (i.e.) what information do you give? Kindly state them.

....

....

....

5. (a)Does the guidance and counselling department organize outdoor activities (career workshops, career days, and interactive job fairs) to help enlighten students for purposes of career decision making?

(a) Yes [ ] (b) No [ ]

(b) If Yes in 5. (a) above give a description of how you think they help students with regard to career decision making.

....

....

....

Section C: Tools used for career guidance and counselling

6. (a) Do you do career guidance and counselling?

(a) Yes [ ] (b) No [ ]

(b) If yes, in 6. (a) above what strategies do you apply? Kindly state them.

....

....

....

(c) If Yes, in 6. (a) how do you help students with self-assessment / self-evaluation for purposes of career decision making? Kindly explain.

....

....

....

7. (a) Which resource persons do you invite to offer career talk to students

Peer counselor(s)	Peer teachers	Invited guests	Others	None

Give a reason for your choice

....

....

....

8. How are the following persons involved in career guidance in the school?

(a) Teachers

....

....

....

(b) School counsellor(s)

....

....

....

9. (a) Do you have standardized career assessment tests in the school for career counselling?

(a) Yes [ ] (b) No [ ]

b)   If Yes, in 9. (a) above mention some of the career assessment tests you use.

....

....

....

10. Does the guidance and counselling department have either of these materials for career guidance and counselling: screening films/videos/TV, College &University catalogues, computer based information for career exploration, Career brochures, Career books?

(a) Yes [ ] (b) No [ ]

11.(a) The school guidance and counselling department organizes tours/visits to acquaint students with necessary career information.

Often	Rarely	Never

(b)If in15. a) above how much are they useful to students career decision making?

....

....

....

12.(a) Are there materials in the school with career information? (for example) screening films, videos, pamphlets.

(a) Yes [ ] (b) No [ ]

b)   If Yes, in 9. a) give more information (e.g.) the source of the materials and the type of materials.

....

....

....

13.(a) Do you help students identify their personality and personality preferences

(a) Yes [ ] (b) No [ ]

(b)If you do in 13.(a), do you guide them in linking their personality to a career?

(a) Yes [ ] (b) No [ ]

(c) If Yes in 13. (b), how do you do it (for example, are their personality tests)? Kindly explain.

....

....

....

14. There are career assessment tests in the school.

Agree	Undecided	Disagree

Section D: Challenges to Career Guidance

15. There are policies that support career guidance and counselling.

Agree	Undecided	Disagree

16. The government has developed guidelines (career guidance and counselling programme) on how career guidance should be undertaken.

Agree	Undecided	Disagree

17. Please indicate the extent to which you are satisfied with the following in your school for

the purposes of vocational counselling.

Statement	Satisfied	Not Satisfied	Dissatisfied
Available time for vocational guidance			
Available tests to measure students' career needs			

18. (a) Are materials about career information available in the school counselling centre?

    (a)Yes [ ] (b) No [ ]

    (b) If Yes, in 18. (a) Name the type of materials available

19. The guidance and counselling department receives necessary support from the following

stakeholders.

Stakeholder	Often	Rarely	Never
Principal			
Peer teachers			
Parents			
Students			
Ministry of Education			

20. There are too many non-counselling duties which prevent me from effectively

implementing vocational guidance and counselling in the school.

Agree	Undecided	Disagree

21. There is coordination among stakeholders in the education system.

Agree	Undecided	Disagree

Thank you for your time, co-operation and assistance.

APPENDIX III: STUDENT'S CAREER GUIDE QUESTIONNAIRE
Instructions

This questionnaire is designed to collect data on *'The assessment of quality of career guidance and counselling services in secondary schools for students' career choice in Mtito-Andei Division, Makueni County, Kenya '*. This questionnaire seeks your opinion on vocational information service provision in your school. This study forms part of my M.PHIL. Degree at Moi University and should help in improving the school career guidance and counselling. It is divided into two sections: Section A and section B which aim at collecting the information on biographical information and Students knowledge on career options respectively. Do not write your name to ensure complete confidentiality. Please respond to all the questions. Tick (√) where applicable or write the answer in the provided space(s). There is no RIGHT or WRONG answers. I am only interested in your opinions. The terms Career guidance and vocational guidance are used interchangeably.

Section A: Biographical information.

Serial

1. Kindly indicate your type of school.

(a) Mixed Day School [ ] (b) Boys' School [ ] (c) Girls' School [ ]

(d) Mixed Day and Boarding School [ ]

Section B: Students' Knowledge

2. (a) Are you aware of the various career opportunities available in the world of work

(a) Yes [ ] (b) No [ ]

(b) Have you ever sought value clarification on the various careers?

(a) Yes [ ] (b) No [ ]

3.(a) Have you ever sought any assistance relating to exploration of career(s) you have interest in?

(a) Yes [ ] (b) No [ ]

(b) If Yes in 3. a) Above who among the following assisted you in the exploration of the career(s)

parents	siblings	Family relatives	peers	teachers	School counsellor	Others (name them)

4. (a) Do you have a career aspiration?

(a) Yes [ ] (b) No [ ]

(b)If Yes in 4. a) Who among the following has influenced you in the line of the career?

parents	siblings	Family relatives	peers	teachers	School counsellor	Others (name them)

5. Have you ever done a career assessment test to help you determine a career of your choice

(a) Yes [ ] (b) No [ ]

6. (a) Have you ever sought the services of the guidance and counselling office in relation to your career decision making?

(a) Yes [ ] (b) No [ ]

(b) If Yes, in 6.a) above what level of satisfaction did you get? (tick where necessary)

High	Low	None

(c) The guidance and counselling department provides students with information on:

Statement	Often	Rarely	Never
Self-understanding for career choice			
Career exploration and planning			
Career value clarification			
Finding jobs and careers			
Career decision making skills			
Subject combination in relation to careers			
Selection of courses			
Institutions where the courses offered			
Courses admission requirements			
Job markets trends			

(d) I feel the information offered by the guidance and counselling is sufficient in helping students make career choices/decisions.

Agree	Undecided	Disagree

(e) The students understand themselves in terms of their interests, abilities and personalities.

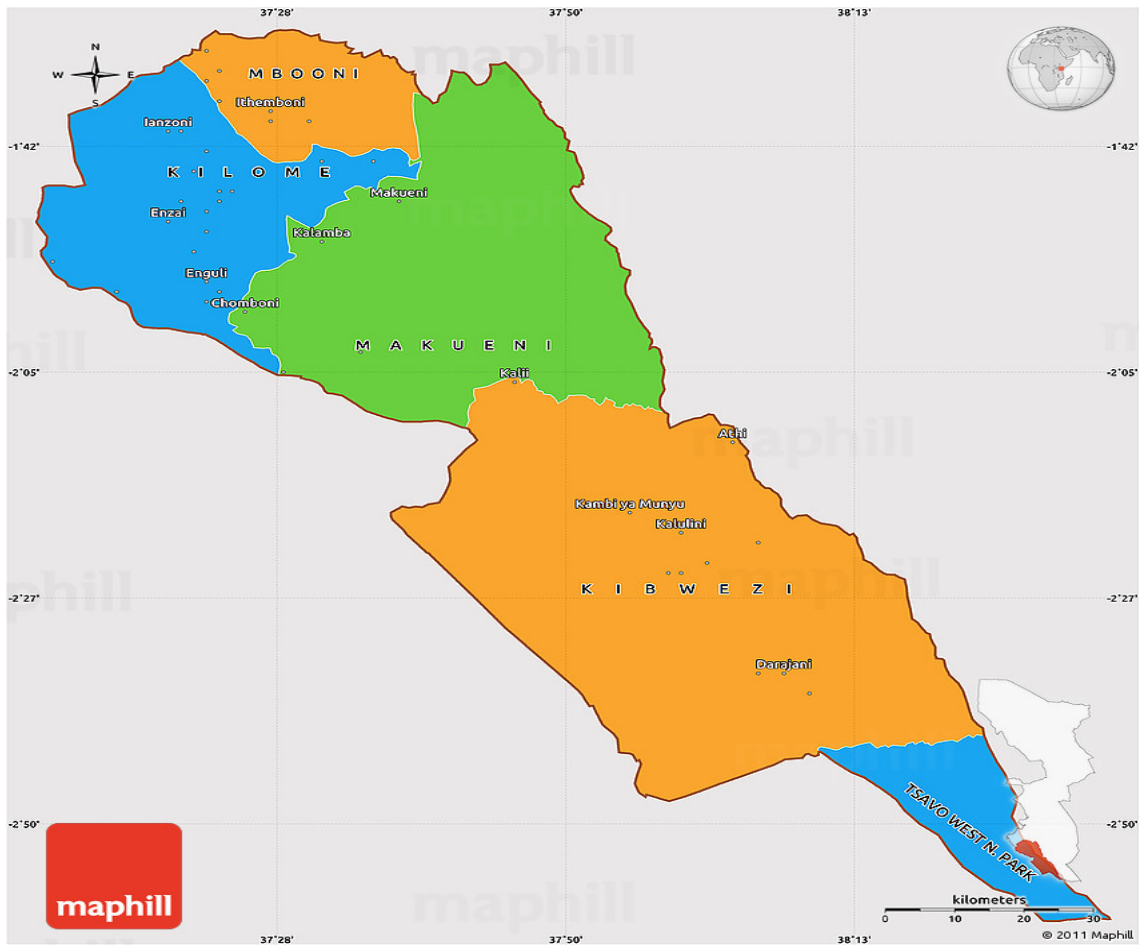| Agree	Undecided	Disagree

(f) A student can forgo a degree that their personality does not match for a diploma they are suited.

Agree	Undecided	Disagree

Thank you for your time, co-operation and assistance.

APPENDIX IV: Location of study area in Makueni County

Source: Ministry of State for Planning, Development and Vision 2030

APPENDIX V: RESEARCH PERMIT FROM GRADUATE SCHOOL

MOI UNIVERSITY

Office of the Dean School of Education

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

REF: MU/SE/PGS/54   **DATE:** 18th June, 2015

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

Dear Sir/Madam,

RE: **RESEARCH PERMIT IN RESPECT OF GABRIEL KYALO
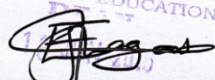   KITUMA – (EDU/PGGC/05/10)**

The above named is a 2nd year Master of Education (M.Ed) student at Moi
University, School of Education, Department of Educational Psychology.

It is a requirement of his M.Ed Studies that he conducts research and
produces a thesis. His research is entitled:

**"Assessment of Career Choice Guidance and Counseling for
Secondary Schools Students in Mtito-Andei Division."**

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

Yours faithfully,

PROF. J N KINDIKI
DEAN, SCHOOL OF EDUCATION

JNK/db

APPENDIX VI: RESEARCH AUTHORIZATION FROM NACOSTI

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

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

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.
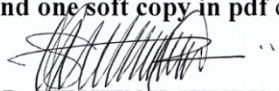
Date:

NACOSTI/P/17/73214/14730

17th February, 2017

Gabriel Kyalo Kituma
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Assessment of the quality of career choice guidance and counseling for secondary schools students in Mtito-Andei Division,"* I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for the period ending **16th February, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Makueni County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

**DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Makueni County.

The County Director of Education
Makueni County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

APPENDIX VII: RESEARCH PERMIT FROM MINISTRY OF EDUCATION

REPUBLIC OF KENYA

Tel: ....
Fax: ....
Email:cdemakueni@gmail.com
When replying please quote

County Director of Education Office,
P.O. Box 41,
MAKUENI.

MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION

MKN/C/ED /5/33 / VOL II /47   30th March, 2017

Gabriel Kyalo Kituma
Moi University
P.O BOX 3900-30100
Eldoret.

TO WHOM IT MAY CONCERN

<u>RE: RESEARCH AUTHORIZATION GABRIEL KYALO KITUMA</u>

This is to confirm to you that Gabriel Kyalo Kituma is a student at Moi University, has been allowed to carry out research as per letter dated 17thFebruary, 2017 ref. no **NACOSTI/P/17/73214/14730** on **"Assessment of the quality of career choice guidance and counseling for Secondary schools students in Mtito-Andei Division,"** in Makueni County.For the Period ending 16th February, 2018.

Kindly give him all the assistance required.

David Kuntai Kobaai   DATE.30/3/2017
For County Director of Education
Makueni.

ISO 9001
BUREAU VERITAS
Certification

UKAS
MANAGEMENT
SYSTEMS
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