

**PROVISION AND ACCESS TO CAREER INFORMATION TO
SECONDARY SCHOOL GIRLS IN NYAHURURU DIVISION,
LAIKIPIA WEST DISTRICT, KENYA**

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the Award of the Degree of Doctor of Philosophy in Information
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Studies**

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DECLARATION

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DEDICATION

This work is dedicated to Grace and Rebecca

ABSTRACT

Girls in rural areas choose careers that are generally poorly paid because they are in keeping with the socio-cultural norms. Neither do they endeavor to break the glass ceiling that keeps them from promotions to policy decision making job positions in this country. The gender gap is still great in all levels of education in Kenya, with girls being disadvantaged. Adolescence pregnancies especially at the exit year of Form 4 are 50 to 60 percent. Girls especially in the rural areas need to be provided with career information as part of their secondary school education because most rural schools have no access to sources of career information. Therefore, their choice of careers is based on socio-cultural attitudes and socio-economic-status. Schools are best placed to provide career information. This study explored whether schools in rural areas are providing career information to girls and the challenges encountered in doing this.

The purpose of this study was to examine the provision and access to career information to girls in secondary schools in Nyahururu Division; and ascertain the extent to which their needs are met by the existing information resources, with a view to improving its availability. The objectives of the study were: to identify career information needs of girls; establish whether girls have access to adequate career information; identify the sources of career information; evaluate the sources of career information; establish the teachers' role in providing career information to secondary school girls; identify challenges experienced and propose solutions to challenges identified in the study.

This study was based on Frank Parson's Trait and Factor Theory propounded in 1909 and John Holland's Theory of Personalities propounded in 1959.

The study was confined to nine private schools and seven public schools in Nyahururu Division. Both quantitative and qualitative research methods were used. A random sample of Forms 3 and 4 students responded to semi structured questionnaires. Career teachers served as key informants and responded to semi structured interview. Government officers in charge of guidance and counseling units at the headquarters responded to a semi structured interview. Quantitative data was analyzed using descriptive statistics (frequencies, percentages, tables, pie charts) while qualitative data was analyzed using interpretive and evaluative summaries.

This study offered insights into career guidance to teachers, parents, policy makers, publishers and other stakeholders in the education sector. It was found that there is need for career information for teachers, parents and students because the existing career programme is inadequate for efficient dissemination of career information for the students to be able to make wise career decisions.

It was recommended that all stakeholders should collaborate and work as team for effective and efficient dissemination of career information to students.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASCA	American School Counselor Association
EFA	Education For All
MoE	Ministry of Education
MoES & T	Ministry of Education Science and Technology
MDG	Millennium Development Goals
NCDG	National Career Development Guidelines
TIVET	Technical, Industrial, Vocational and Entrepreneurship Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Education Fund
GoK	Government of Kenya
PQASO	Provincial Quality Assurance and Standards Officer
CDF	Constituency Development Fund
DQASO	District Quality Assurance and Standard Officer
SPSS	Statistical Package for Social Sciences
PTA	Parents Teachers' Association
NGO	Non Governmental Organization
CBO	Community Based Organization
KCE	Kenya Certificate of Education
HoD	Head of Department
GT	Grounded Theory
GoK	Government of Kenya

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The Lord has done this, and it is marvelous in our eyes. Psalms118:23

CHAPTER ONE

INTRODUCTION

1.1 Background Information

1.1.1 Importance of Guidance and Counseling

Giving young people the tools and knowledge to realistically plan for their future is a primary goal of education. Career guidance is important for today's youth who are characterized by directionlessness which has been as a result of rapid shift from traditional cultural ways and occupations to the modern, global identities and technological change paradigm with its new demands. Youth do not feel equipped to make informed decisions on careers and they are at a loss as to where to turn to for guidance.

Girls in secondary schools are given an education that plays a key role in their development. It equips them with relevant skills, knowledge and values to enable them participate in national and global development. In Kenya's educational setting, it is significant that a majority of students are unaware of training opportunities and requirements at various levels of post secondary schools education (Kithyo and Petrina, 2005; Kasomo, 2007; Boniface, 2009; Nthangi, 2007; Okumu, 2009) Career information and guidance need to be provided and accessed by girls in secondary schools in order for them to make well informed decisions that will help them make smooth transitions from school to higher institutions; from school to work, and from school to lifelong learning in this twenty-first century. Gysberg, (2007) captures this 21st century scenario as a time when organizations are developing global identities; and technological change is rapid. Okumu, (2009) states that with the complexities of unemployment and the technological shifts in today's labour market, young people

need not only information but also the skills they can get to ensure they make sound career decisions.

Career guidance enables secondary school girls to have such skills as evaluating themselves realistically and understanding their abilities, making sound decisions, working effectively and independently and comparing themselves realistically. These skills need time to develop. It is therefore imperative that career guidance is taught in a coordinated way in schools. Unfortunately, this is not the case in many countries. For example, in Britain, the Skills Commission concluded that the government should give funding and political support for career information guidance and advice for all adults and young people. Millions are stuck in “a wrong job” says the survey. (The Standard, 18th April 2008, pp. 29.)

Career guidance should be integrated into the subjects taught in the school because it would help relate the subjects to the careers the students would join. This would be helpful especially in Kenya where in most cases, the career teacher cannot cope with the normal teaching workload, the great numbers of students seeking career guidance, lack of resources and knowledge since career teachers have no formal training. Siele and Wanja (2009) quoting Mugo, the Chief Counselor in the MoE, stated that the “the 6,000 teachers trained as counselors so far were inadequate and more would be recruited.” When the subject teachers and the career guidance teacher work as a team, the students stand to gain in their ability to understand themselves and to make career choices.

Career information guidance and counseling should have a curriculum and program. This is what happens in most states in America. The American School Counselor Association (ASCA), for instance, has developed National Career Development Guidelines that have been adopted in 46 states (Gysberg, 2007). Similarly, Canada's Ministry of Education and Training has a career guidance program that runs from elementary grades and continues through secondary. In contrast, in most third world countries, career guidance is provided in a haphazard way and is a "fringe benefit instead of being directly linked with students learning" (Oyaziwo, 2007; GoK 1999). In Kenya, the Ministry of Education came up with a *Careers Guidebook for Schools*, 2007. The career guidance teacher before had to seek sources of information, for example, newspapers and visiting institutions in order to enhance his/her guidance. The last publication by the Ministry of Education on careers was in 1993/94. The 2007 *Careers Guidebook for Schools* standardizes career information given to students in schools. Kenya Institute of Education, (2009) has a subtopic: Career Choice in Life Skills Education Syllabus for Form 4. This new syllabus is a small step towards the right direction. Gitonga, (2009) states that career guidance in the Kenyan school system for many years has been influenced by what "career teachers" feel works best for them. She continues that this is largely because of lack of a comprehensive policy or curriculum to shape the process of career guidance.

Sources, both print and online, are necessary in order to help students to keep focused on their careers. In United States of America, a vast majority of schools stock computerized and non-computerized career information sources and college catalogues as well as conducting testing for career planning (Hughes and Karp, 2004). In many African countries, the situation is different mainly due to lack of government

policy and commitment (Tindi and Silsil, 2008). In many secondary schools in Kenya, for example, even a newspaper is hard to come by. Gitonga, (2009) commenting on this situation states that relevant reading materials on career guidance for both teachers and students is lacking. Students therefore need to be guided in order to be able to choose careers that are commensurate with their abilities and interests.

There is a huge discrepancy in the way career information guidance and counseling is handled in the first world as compared to the third world. Yet the world has become a global village and there is need to prepare our youths to seize international careers and opportunities. It is in view of this that the study is done in order to explore, through the literature review, the curriculum, program and trends of career information guidance and counseling in other countries in order to point the way forward for Kenya as pertains to provision of career information guidance, formulation and interpretation of policies, acquisition of career resources and training of career guidance teachers, among others.

1.1.2 Career Guidance and Counseling in Kenya

Career guidance and counseling services in the traditional setting have always been there in all Kenyan communities. Grandparents, parents, aunties and uncles, siblings and the community at large ensured one grew up knowing his/her vocation in life. This information was passed on daily basis through job shadowing, role modeling, discussions, practical lessons, field trips, visits, rites and ceremonies, song and dance, among others. With changing phases of colonialism, independence and now globalization, there is a paradigm shift. Formal education has come in and life

vocations have changed. Teachers have largely taken the onus of career guidance and counseling from relatives and community.

Although formal education in Kenya started as early as 1900s with the arrival of missionaries and setting up of mission schools, formal career guidance as we know it today, started in Kenya in the 1960s. In 1962, the Ministry of Labor in collaboration with the Ministry of Education came up with an offer of vocational guidance which was termed 'Career Guidance' administered by a career master appointed by the school head teacher. The career master had no professional training. His duty was limited to helping students fill in employment forms. In 1965, the Ministry of Labor produced a booklet entitled *Choosing a Career* which gave information on career selection to secondary school students. In 1969 the Ministry of Labor again produced another booklet entitled *Helping Youth to choose a career*. This booklet informed school leavers on jobs available in the government and the private sectors so that they could choose careers of their interest. In 1967, the first conference dubbed 'Career Guidance' which brought together the educational and employment agencies to establish and coordinate the criteria for selecting secondary school leavers for public and private jobs was held. Guidance and Counseling unit was created the same year under the Ministry of Education and staffed with a team of professionally qualified officers at the headquarters and a few in-service teachers. This momentum was kicked off by the Ominde Report, 1964 and sustained by Gachathi Report, 1976 (GoK, 1964 and GoK, 1976). The Ominde and Gachathi reports (1964 and 1976) encouraged the provision of educational and vocational guidance to help the youth develop decision making skills that would enhance their transition from the school into the world of work.

The career guidance and counseling unit developed a career guidance booklet in 1971 entitled *Handbook for school Guidance and Counselling*. It was used by secondary school students when filling in career application forms. It emphasized career choice and placement of secondary school leavers.

The situation in the schools continued to be wanting because only a few of the teachers providing guidance and counseling had been in-serviced and even the fewer officers who were manning the Guidance and Counseling section at the headquarters were untrained. In cognizance of these challenges to effective guidance and counseling in schools, Government of Kenya, (1988) made the following recommendations:

- a) Schools establish guidance and counseling programs and senior teachers be made responsible.
- b) Guidance and counseling programs should assist pupils to appreciate their role as workers and to develop right attitudes towards discipline and management of time.
- c) Guidance and Counseling service be decentralized to the district level.

Kamunge Report does not seem to have addressed the issue of the training of career guidance teachers. Neither did it address the issue of supervisory officers at the headquarters at all which it should have done since only few officers had been in-serviced. There is not much that happened in the provision of guidance and counseling in secondary schools. In this regard, the Government of Kenya (1999) observed:

Guidance and counseling remains a very weak component at all levels of the education system. Even where it exists, it is undertaken in a haphazard manner because the teachers identified for this purpose have not been trained, and so have no professional competence in guidance and counseling.

The Ministry of Education, Science and Technology (MoEST, 2005) state that in view of inadequate career opportunities, the students require critical career guidance yet many teachers lack skills to offer career guidance and counseling. MoEST reiterates that it is necessary to develop and disseminate career information booklet and train teachers on career guidance and counseling. This policy is what gave birth to the publishing of *Career guide book for schools, 2007*. It is the only resource in most of the schools in Nyahururu Division. However, MoEST does not seem to have addressed the issue of career teachers who lack skills to guide and counsel.

Presently, the Ministry of Education has no enforced policy on guidance and counseling services. Policy would have helped to guide and standardize the provision of services and activities, funding, training and supervision of career provision, among others. As per now, every teacher appointed by the head teacher to man the guidance and counseling unit in the school on top of his/her normal teaching load, does as he/she sees fit.

To create students awareness of the higher education opportunities in universities and colleges, the Ministry of Education has been holding career exhibitions. Examples of

such exhibitions are the Career Exhibition and Symposium, Nairobi, 2003; Eldoret Education and Career Exhibition, 2007 (Makabila, 2007).

The exhibitors play a major role in assisting students to make better professional choices. It is noticeable that all these exhibitions are held in towns leaving the rural areas where 80% of Kenyans live at a disadvantage. As a result of careers needs assessment survey countrywide in 2006 by the Ministry of Education, *Career Guidebook for schools* was published in 2007. This book is a welcome respite for career guidance teachers who should add it to their resources. What has so far been done by the Ministry of Education is only a drop in the ocean and more needs to be done. In recognition of this, a number of consultancies have sprung up to provide career guidance targeting secondary schools and in particular, Form 4 school leavers. These consultancies are, for example, Educational Worldwide Career & Counseling Consultancy – Nairobi; The Career Counseling, Guidance and Preparatory Centers (CCGPC), among others. The consultancies emphasize on secondary school leavers training. They counsel the secondary school leavers on job market in order to assure them of jobs at the end of the training. Other consultancies, for example, Peak Performance International hold week long camps during holidays for secondary school students to guide and counsel them on knowing their abilities and talents, building self esteem, managing time and making decisions and maximizing their potential. The Kenya Association of Professional Counselors is a Non-governmental Organization registered in 1991. It provides counseling services to secondary schools as well as the public and train counselors.

Formal career information guidance and counseling has been growing since the 1960s. However much remains to be done especially to harmonize all efforts by NGOs, commercial consultancies, Ministry of Education, publishers and all other stakeholders in order to make it comprehensive and adequate to enable students to choose careers that they are most suited for.

1.2 Statement of the Problem

Girls in secondary schools in rural areas choose careers that are in keeping with the socio-cultural norms. The careers they choose are the culturally feminine careers such as teaching, nursing, secretarial, catering, hair dressing, law, commerce which are not as well paying as medicine, engineering and accountancy, which are culturally masculine (Obando, 2003; Osoro, Amundson and Borgen, 2000). Kenya Government is committed to gender equity in education and employment by, for example, ensuring access to and improving the quality of education for girls and women; and removing every obstacle that hampers their active participation. Enhancing women's participation in economic activities is also part of the government's commitment (GoK, 1999; Kenya, Ministry of Planning, 2002). The Government has committed itself to achieve gender equality by 2015 through Millennium Development Goal 3 that seeks to promote gender equality and empower women, (GoK, 2003). Access to career information would enable girls to understand the educational and career opportunities and the decision that they must make in choosing careers which should be commensurate with their abilities and talents. This would be a step towards achieving Millennium Development Goal 3 on gender equity by 2015. Another government initiative towards gender equity is anchored in Vision 2030 which aims at increasing the participation of women in all economic, social and political decision

making processes by 2012 through increasing opportunities by improving access (e.g. to education and entrepreneur funds) and minimizing vulnerabilities (e.g. early marriages) (GoK,2007).

Sustainable development which the government strives to achieve can only be realized if and when girls and women, who form half of the Kenyan population are facilitated to play their part in development as per their abilities and natural endowments and thus break the glass ceiling that keeps them from promotions to policy decision making job positions in this country. Women have been at the periphery in the decision making process. To have progress in challenging areas, we need women in these positions. However, a report by Inter-Governmental Authority for Development (Igad) says it is impossible for the country to have equal representation between men and women in top leadership positions by 2015. Overall, 20% of the positions in government had been taken by women since 2006 against a target of 30% (Rwenji, 2010). Girls in secondary schools should have career information which will propel them to understand their abilities and the heights of their chosen careers so that they focus and endeavor to reach the pinnacle of their careers where policy decisions are made.

Despite the government's commitment to Education for All (EFA), the gender gap is still great in all levels of education in Kenya, with girls being the disadvantaged. This is as a result of several reasons. One of them being drop out rate due to adolescence pregnancies especially at the exit year of Form 4. Fifty to 60% of girls have their first child before the age of 20 (Njau and Wamahiu, 1995). Population Reference Bureau (2009) survey states that 28% of girls in sub Saharan Africa had given birth by age

18. It is the government's policy on education and training that equity issues such as equal opportunities for all, access, retention and completion should be ensured (MoEST, 2005). Career information guidance and counseling would play a role in keeping a girl focused on the career she is aiming for and other pursuits would take second seat especially if they threaten the achievement of her goal. This would result in reduction of drop out rate. Secondly, career information would help the girl to understand what grade she should aim for and therefore, her academic standards are bound to go higher. In this way, provision and access to career information would play a role in ensuring education for all by getting the girl to stay in school, by keeping her focused on a career and good grade which the career the girl has chosen demands. Chances are that the girl will not get pregnant and drop out.

Many Kenyans end up in careers they have very little information on or even one they have no abilities or interest (Senelwa, 2003; Sinha, 2003; Kasomo, 2007; Makabila, 2007; Kirui 2007). One of the reasons is lack of career guidance and counseling especially in secondary schools which are important years in career decision making. Being in such a job that one has no information, abilities or interest in, can lead to low productivity, drabness, frustration, and low self esteem. To avoid such an end to the schooling process, it is important for secondary school students to be provided with career information guidance and counseling as part of their secondary school education. Then, they can understand what the career entails and whether they have got the abilities to fit in the career and enjoy it.

Girls especially in the rural schools need to be provided with career information as part of their secondary school education because most rural schools have few

television sets, radio or supply of newspapers. Nor are exhibitions held in rural areas. School libraries are also non-existent or poorly equipped. Access to career information by secondary school girls becomes almost impossible. In addition, the socio-cultural mindset which dictates some careers as suitable for girls and others as suitable for boys has its strongest hold on rural areas.

Most parents are peasant farmers and their level of education is low. The students therefore are largely influenced by their parents who are their role models. Generally, the level of education of the parents influences the level of education and career choice of children. Gitonga (2009) stated that studies have shown that parents have over 80% influence on careers chosen by their children. This is the case especially for the educated parents. The need for career guidance and counseling is therefore greater for girls in rural schools such as Nyahururu Division more than urban centers where access to sources of career information may be greater. Girls also are less likely than boys to access information on careers because of parents' objections to their daughters going to the library, visiting relatives, friends, role models or organizations. Parents fear for their daughters' insecurity which would expose them to sexual harassment, incest, rape and other forms of violence. Parents might also fear to release their daughter to go to people and places seeking career information due to fear of losing her input in the household chores and the farm. The parents short term cost benefit analysis is certainly right (Bellamy, 2004; Rukwaro and Khayesi, 2004). The Children's Act (2002) provides for equal opportunities for boys and girls. Girls should therefore be given an equal opportunity to access career information. The school is best placed to give comprehensive and adequate information. This study sought to

explore whether schools provide career information for girls and the problems encountered in doing this.

The age group of those less than 20 years is 60% of the Kenyan population (Government of Kenya, 1996). Secondary school girls fall in this category. This is a large percentage of the Kenyan population and it is the right of the secondary school girl to access career information. This right is proscribed in the Constitution of Kenya (GoK, 2010). Effective provision of career information can only be achieved through research which would enable the government to understand how much of career information is accessed by girls in secondary schools and what challenges are experienced in the provision of this information. It is necessary to do this in order that girls can successfully transit from secondary school through higher education to the world of work. The world of work is highly complex and rapidly changing. Therefore, secondary school girls need to know the changing requirements for various jobs, trends and the preparations needed.

Gender inequality and inequity is traceable to lack of career information. In turn, the pace of the country's development is slowed. In view of the above discussion, this study has been done to explore the provision of career information to rural secondary school girls. It is hoped that its recommendations will enhance the provision of career information especially in rural schools and thus bring about gender equity in education and employment by 2015 and sustainable development by giving space and chance to half of Kenya's population – girls and women.

1.3 Aim of the Study

The study sought to examine the provision and access to information on careers by girls in secondary schools in Nyahururu Division; and ascertain the extent to which their needs are met by the existing information sources, with a view to improving its availability.

1.4 Objectives

This study was guided by the following objectives:

1. To identify career information needs of girls in the secondary schools.
2. To establish whether girls in secondary schools have access to career information.
3. To identify the sources of career information used by girls in secondary schools.
4. To evaluate the sources of career information used by secondary school girls.
5. To establish the teachers' role in providing career information to secondary school girls.
6. To identify the challenges faced by girls in secondary schools in accessing career information.
7. To propose solutions to challenges identified in the study.

1.5 Research Questions

The study was guided by the following research questions:

1. How should career information be disseminated in secondary schools?
2. What challenges do girls in secondary schools experience when seeking information on careers?

3. What sources of career information do girls in secondary schools prefer to use?
How effective are these sources?
4. What is the perception of teachers towards career information for secondary schools? What sources of career information do teachers access?
5. What should be the training levels of teachers who provide career guidance in secondary schools?
6. Do parents provide information on careers to girls in secondary schools?
7. What can be done to improve provision and access to career information to secondary school girls?

1.6 Assumptions of the Study

The study was based on the following assumptions:-

- a) Provision and access to career information to girls in secondary schools in Nyahururu Division is necessary to enable girls make informed decisions on careers.
- b) There are challenges experienced in the provision and access of career information to girls in secondary schools in Nyahururu Division.
- c) Teachers play a key role in the provision of career information to girls in secondary schools in Nyahururu Division.
- d) All stakeholders in secondary school education can work together in the provision and access of career information to girls in Nyahururu Division.

1.7 Scope and Limitations of the Study

The study was on nine (9) private and seven (7) public secondary schools in Nyahururu Division of Laikipia West District (see appendix 7 and 8 for a list of

schools and type of schools). The researcher chose to cover Nyahururu Division despite the fact that Laikipia West District is made of four divisions because of these reasons: the other three divisions, Rumuruti, Ol Moran and Ng'arua have semi arid and arid climates and are expansive unlike Nyahururu Division. In Ng'arua Division, Sopili location is arid; while in Rumuruti Division, Sosian, Mutara and Salama locations have arid climates. Ol Moran Division is wholly an arid area. The high and medium potential land forms 30% of the total district's land and this is mainly in Nyahururu Division. The rest 70% is of low economic potential and mainly non-agricultural land, (Laikipia West District Development Plan 2008-2012). The distance between the schools is long and transport rare (District Education Strategic Plan 2008-2013). The district is prone to inter-community conflicts over pasture and watering points especially during the droughts period. Cattle rustling and highway banditry especially along Nyahururu-Maralal road are also security concerns in the district especially after the 2007 post-election tribal clashes. Another concern especially in Ol Moran Division is human wildlife conflict, (Laikipia West District Development Plan 2008-2012). These factors would make it difficult to access the schools in order to administer the questionnaire and interview. Nyahururu Division has rural agricultural population and is therefore representative of the demographic structure of parts of Ng'arua Division which are adjacent to Nyahururu Division and have agricultural potential. The rest of Ng'arua Division is semi-arid and arid as discussed above. Nyahururu Division has a high population density since it has an urban center and it is also rich in agriculture. The study therefore, was on Nyahururu District and the researcher used an in-depth study using quantitative and qualitative method. It was an intensive, descriptive and holistic study of provision and access of career information to secondary school girls in Nyahururu Division. The study used an interview

schedule for career guidance teachers, another interview schedule for officers in Guidance and Counseling Units in the headquarters and a questionnaire for students.

Nyahururu Division is therefore chosen because it has a dense population of 318 people per sq km as compared to Rumuruti with 40 people per sq km. Ol Ngarua and Ol Moran has 23 and 67 people per sq km respectively (Laikipia West development plan 2008 – 2012). Nyahururu Division has very different climatic, occupational and demographic characteristics as compared to the other divisions in the district and it has a total of 18 mixed/girls schools and 16 of them were studied.

It was difficult for the researcher to travel extensively to all divisions especially because the distance between the schools in Ol Moran, Rumuruti and Nga'rua is very wide due to aridity and it is highly insecure due to cattle rustling, highway banditry and human-wildlife conflict. This will limit the generalizability of the research results to other secondary schools but it is hoped that this research has raised ideas and conclusions on career guidance which will stimulate further research. The results of this research will be used with caution due to the geographic and rural situation of Nyahururu Division; and its people's agricultural occupation.

The research focused on Forms 3 and 4 girls because they already have a focus on the career they would like to join. It is also at this stage that girls make decisions that reflect later on gender disparity in favor of men in regard to well paying and decision making jobs. The study was limited to girls because they have unique socio-cultural needs that hamper them when choosing and making decisions on careers. This is in relation to the society's cultural expectation that girls should only choose specific

careers such as teaching, nursing, hospitality and not engineering, political science or international relations, among others. These careers come second to the society's designated role of a girl marrying, bringing up children and looking after her husband and home. The study is a representation of the rural Kenyan population where 80% of all Kenyans live. However, the study was not able to measure whether girls who joined various careers after Form 4 did so because of the adequacy, effectiveness and efficiency of the career information they received. The study was not able to measure exactly what and how much career information was given to girls in order to know what adequate career information to choose a good course or career really is.

In this study, individual personal traits that propel a girl to seek career information, rebel against the social-cultural norms and focus on a specific career against all odds have not been taken into account. Another factor that has not been taken into consideration and which affect a girls career decision making is the parents educational, economic and social status which are likely to affect their perception on gender issues and their daughters career choice.

Suspicion by the respondents, especially the career teachers and national officers, who felt that the research would reveal inefficiency and ineffectiveness in their jurisdiction of career information provision and access, could have led to biased data. This was solved by giving an introductory letter on the purpose of the study and promising confidentiality on data given by the respondents.

1.8 Significance of the Study

The study is significant to policy makers, teachers, counselors, students, parents, community, industry and organizations both nationally and internationally in that:

1. It has contributed to the pool of scientific and professional knowledge on career guidance and counseling for girls in secondary schools that is of tremendous help especially to teachers, counselors, policy makers, parents and community. Students will benefit for they will be guided in the choice of careers that are commensurate to their abilities and interest.
2. Recommendations arising from the study could be adopted by policy makers. Career guidance in Kenya is haphazardly done; lacking a written program, trained staff with proper job description and designation, adequate and comprehensive information resources, allocation of time on the school time table and lack of proper understanding of its significance in the students' life. Career guidance and counselling should be brought to the centre stage of education as the study recommends because education should be geared towards a student's smooth transition and success in the world of work and life. An education system that does not do this has failed the entire citizenry.
3. Challenges to career information provision and access are: lack of specific and adequate training for career teachers, heavy workload due to lack of proper job description and designation, lack of time since the schools do not allocate career guidance time and lack of comprehensive career information. Practical solutions to these challenges have been suggested. Solutions may bring a positive significant change to career information provision and access. Ripples will be felt in the industries and organizations where the students will graduate

into; and the country and the world will gain from adequate career preparations made on the students.

4. This research forms important groundwork for further research.

1.9 Coverage of the Work

The study had five (5) chapters.

Chapter 1 is the introduction which discusses the importance of career guidance today due to the shift from traditional cultural ways and occupation to the modern, global, technological paradigm with its demands. Kenyan youth experience change in career guidance and counseling services which were entrenched in the traditional setting by the parents, grandparents, aunties, uncles, siblings and indeed the entire community on daily basis through job shadowing, role modeling, discussions, practical lessons, field trips, visits, rites and ceremonies, song and dance, among others. With modernization, teachers have largely taken the challenge of career guidance and counseling.

The study sought to examine the provision and access to information on careers to girls in Nyahururu Division, and ascertain the extent to which their needs are met by the existing information sources. The study had 7 specific objectives which will help bring out the situation of provision and access to career information to secondary school girls in Nyahururu Division.

Chapter 2 reviewed literature from related studies. It discusses the theoretical framework upon which the study is based on; Frank Parsons Trait and Factor Theory

and John Holland's Theory of personalities. Both theories emphasize self-knowledge and knowledge of work environment for wise career decision making. Career guidance and counseling would enable girls to understand their abilities, interests, aptitude, ambitions, limitations and the career; its specifications, requirements and conditions, opportunities and prospects in different lines of work, success; and match the two closely for career success and satisfaction.

Chapter 3 is on research methodology. This chapter discusses the survey research design, the quantitative and qualitative research methods used in the study. Both qualitative and quantitative data collecting methods were used to enrich the study by using the strengths of both methods in the study.

The target population was secondary school girls in Nyahururu Division. Forms 3 and 4 classes were purposively chosen because they are more focused on career choice because they are near to choosing careers. Simple random technique was used to get 30% of all the girls in all the form 3 and 4 classes in all the secondary schools in Nyahururu Division.

The instruments used were questionnaire for students, an interview schedule for career teachers and another interview schedule for guidance and counseling officers at the headquarters.

Pilot study was done in 3 public schools and 5 private schools. Through pilot study, errors of ambiguity that were identified were corrected by the researcher. Piloting also established if there were problems in administering the instruments, tested data

collection instruments, established the feasibility of the study, anticipated and amended any logical and procedural difficulties regarding the study and allowed preliminary (dummy) data analysis. Data analysis was done using quantitative and qualitative data using methods.

Chapter 4 deals with the findings of the responses from the questionnaire and interview schedules. The demographic information of the respondents; girls, career teachers and the officers was presented first and the information that addresses the research objectives is presented through frequencies, tables, bar charts and pie charts. Explanations and descriptions were done in words.

Chapter 5 is a summary of the study, discussion of key findings of the research and conclusions from the findings. Recommendations have also been made to policy makers, career teachers and school principals. Suggestions for further research have been made. Finally, major achievements of the research have been discussed.

1.10 Conclusion

The discussion in this chapter has given a background to career guidance and counselling from the traditional setting and the shift which inevitably came with colonialism and setting up of schools. Career guidance and counselling as it is known today was started in the 1960s. Since then there has been gradual evolution; however much still remains to be done for Lugulu and Kipkoech (2011) have reported in their research that “provision of career guidance and counselling has no curriculum or clear policies on how it should be done, each school provides it in its own way. Generally, it is not taken seriously by the government, schools and students.” The situation of

provision of career guidance and counselling to secondary school girls was examined in this study in order to find out the extent to which the career information needs of the girls are met by the existing information sources with a view to improving availability.

1.11 Definition of Operational Terms

In this study, the following terms are used as defined:

- a) **Career counseling** – Career counseling is facilitation to the secondary school students to identify their personal traits and preferences about the world of work (Sindabi, 1992).
- b) **Career education program** – Career education program is a comprehensive organized instructional program that enables secondary school students identify their interests, abilities, knowledge, skills, and attributes necessary for developing personal plans on lifelong learning, and productive, rewarding employment. (Ministry of education and training ,1999)
- c) **Career** – Career is a general work description that includes occupation, vocation and profession. Career is a sequence of jobs, positions or occupations which one is engaged in all through his/her life. It is the totality of work – paid and unpaid – that one does in one’s lifetime (Kinga, 2001)
- d) **Career guidance** – Is a process of structured intervention aimed at helping individuals to take advantage of the educational, training and occupational opportunities that are available. It is the portion of the guidance program designed to assist students in career development. (Leung, n.d.)
- e) **Personal traits** - Aptitudes, abilities, interests, ambitions, resources, limitations that an individual has. (Sindabi, 1992)

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covered the literature review and theoretical framework. This relates a study to the larger ongoing dialogue in the literature about a topic, filling the gaps and extending prior studies. It also makes the researcher aware of the current state of knowledge of the topic being examined. The aim in doing this is to ensure understanding of the theories and variables underlying the study. The theoretical framework on which the study was based comprised theories that explain why people choose one career instead of another. Its origin is Frank Parson's three step formula.

In addition, the chapter discusses variables underlying the study such as career guidance and counseling programs, career sources of information, career information seeking behaviour, career information needs, career teachers' role; and challenges to provision and access of career information.

2.2 Theoretical and Conceptual Framework

A theoretical framework is an examination of the existing theories in relation to the research objectives. It refers to a set of interrelated variables, definitions and propositions that present a systematic view of a phenomenon by specifying relations among variables with the purpose of explaining a phenomenon (Oso and Onen, 2005). The theoretical framework in this study is derived from theories examined on career information guidance. These theories show how various variables inter-relate, causes and effects, and explanations that will bring understanding of the present career information provision situation and career decision making.

A conceptual framework is similar to a theoretical framework in that it is also derived from the theory. Conceptual framework identifies the variables in the phenomena and shows their relationships with an explanation narrative and visually. It shows the main aspects of the study and the presumed relationships among them. The conceptual framework acts as a guide to the research study in that it outlines the aspects of the study, the relationships between variables and the consequent assumed result. The researcher has, with an explanation and visually, presented her conceptual framework that fits in with her study.

2.2.1 Theoretical Framework

This study is based on Frank Parson's Trait and Factor Theory propounded in 1909; and John Holland's Theory of Personalities. Frank Parson's Trait and Factor Theory proposes that a choice of vocation depended upon:

- (a) an accurate knowledge of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations and their causes.
- (b) thorough knowledge of job specifications, requirements and conditions, success, advantages and disadvantages, compensation, opportunities and prospects in different lines of work.
- (c) the ability to make a proper match between the two.

The major assumptions underlying Trait and Factor theory are:

- (a) that individuals and job traits can be matched, and
- (b) that close matches are positively correlated with job success and satisfaction.

John Holland's Theory of Personalities suggested that people can function and develop best and find job satisfaction in work environments which are compatible with their personalities. The personality types and work environments are labeled as realistic, investigative, artistic, social, enterprising, and conventional. The closer the match of personality to the job, the greater the job satisfaction.

2.2.2 Justification in choosing the two theories

Other theories in career guidance and counselling that were considered by the researcher are: Super's and Ginzberg's et al. Life Span Theory, Krumboltz's Social Learning Theory of Career Choice, Lent, Brown and Hackett's Social Cognitive Career Theory which is anchored in Bandura's Self-efficacy Theory, Gottfredson's Theory of Circumscription and Compromise, Lofquist Theory of Work Adjustment, among others. The researcher settled on anchoring the study on Parson's and Holland's theories because these theories continue to dominate career practice throughout history and to under gird counselling for career practice (Patton and Mc Mahon, 2006). Some of the ways these theories continue to dominate and under gird career practice are:

- a) Parson's first element, self-knowledge, was to be assessed through test of abilities, aptitudes and inventories of interest. This is in keeping with contemporary practice of career assessment. Holland's work on understanding of ones personality influenced and pushed the development of interest inventories further.
- b) The second element, which relates knowledge about the world of work; and which Holland referred to as work environment is still an important concept in

career planning and development and it has led to organized classifications and descriptions of occupational information.

- c) Parson's third element of true reasoning alludes to the cognitive processes and analytical skills as fundamental to career decision making; a concept that is in keeping with contemporary career guidance concepts.
- d) Parson's and Holland's theories are still relevant and they inform contemporary career counselling in the above ways and also in introducing key concepts in understanding career development. In a study done in United states of America by Osborne and Baggerly (2004) Florida Public Schools' Counsellors were asked whether they used any career theory in their practice. Three fourths reported using a career theory in their practice; and Holland's RIASEC theory was the most popular, perhaps due to the number of applicable tools such as self-Directed Search. Another observation made in Osborne and Baggerly (2004) study was that the top three identified theories were based on trait and factor approach. The two researchers concluded that this suggests that trait and factor theory still has great utility for school counselors. Isaacson (1985) observed that every theory of career development has in it aspects of trait and factor theory and is regarded as a bedrock of all career guidance and counselling theories.

In addition to the above reasons, the researcher considered that:

- a) Super's and Ginzberg's et al. theories proposed that career choice is a developmental process that occurs throughout life and is the sum total of a person's roles in life. This study is on secondary school girls' aged 15-20

years and this stage does not fit into any of Super's and Ginzberg's et al. stages of career development.

- b) Krumboltz's theory proposes that there are 4 main factors that influence career choice: genetic influences, environmental conditions and events, learning experiences, and task approach skills. Some of these factors were considered by the researcher to be beyond the scope of this study.

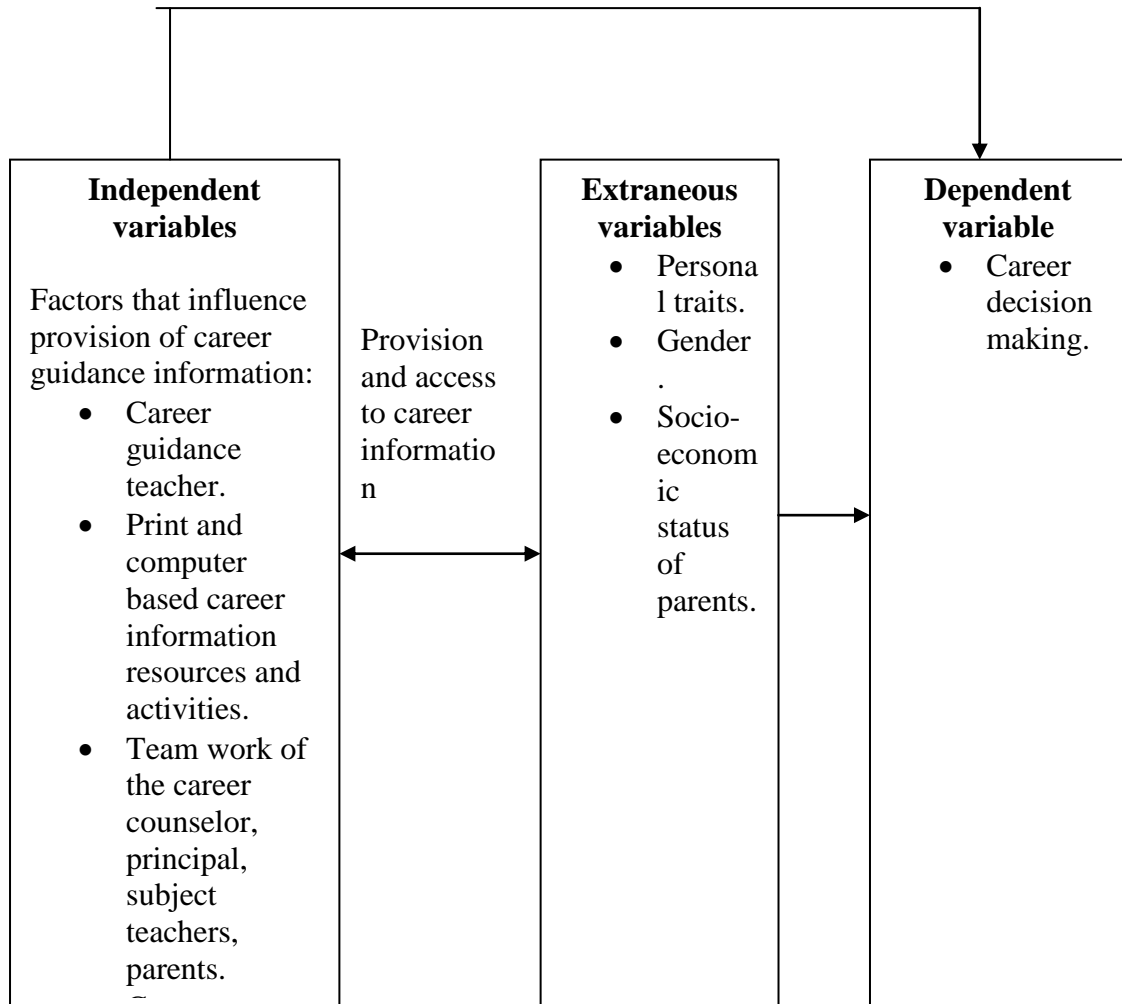
For all these reasons among others, the researcher leaned her study on Parson's and Holland's theories because they blend in well with her study and the principle concepts of these theories are still used to inform and communicate career practice and research.

2.2.3 Conceptual Framework

Secondary school girls need to have knowledge of themselves, and knowledge of job specifications and environments and ability to match the two in order to make wise career decisions. This knowledge can only be acquired when we have trained career guidance and counseling teachers, career information resources, career services and activities, and team work among all stakeholders – parents, teachers, students and government; and career guidance programs.

Factors that act on girls when they are making decisions on careers are social-economic status, gender, personal traits, among others. All these variables inter-relate and affect the girls' decisions on career. The social-economic status of parents affects the career choice of students. Parents are role models to their children. If their academic and economic status is low, the children are unlikely to aspire for higher

education. Gender norms inform what careers girls, irrespective of their interests or abilities, should choose. Personal traits enable a girl to rebel against the gender stereotyped careers and push higher than social-economic status of parents /guardians and to choose a career that is commensurate with her interests and abilities.



Source: The Researcher

Figure 1: Variables on the Provision and Access to Information on Career for Decision Making.

2.2.4 Trait and Factor Theory

Frank Parson (1909) regarded career decision as the greatest decision. His theory is used in career counseling. Trait and Factor Theory has three basic factors which, if taken into consideration would help a person to choose a career that would bring satisfaction and productivity. A person has to understand him/herself, his/her talents, abilities, aptitude, interests, ambitions, resources, limitations and their causes. These personal traits have to be matched with knowledge of job specifications: the requirements of the job, conditions, success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work. A decision on what line of work one will pursue will then be reached. This would lead a person to a job that would be satisfying thus leading to productivity.

This theory does not take into consideration that a person does change and therefore the job can be dissatisfying. On the other hand, job conditions and trends do change for various reasons and thus become dissatisfying. However, it is hoped that a person who had a great ability to analyze in the first place before choosing a job will be able to analyze the cause of dissatisfaction and know what steps to take.

This theory disregards socio-economic contexts that may force people to take whatever job is available irrespective of his/her personal traits or even job conditions. The theory also would be more comprehensive if it sought to explain why one has the traits he/she finds him/herself possessing. It would have helped the person understand him/herself.

The theory does not take into consideration gender stereotyping that inform girls to choose specific careers. It, therefore, does not address the barrier to choice of career that is within a girl's interest and abilities.

2.2.5 Theory of Personalities

John Holland explained his theory first in 1959 in a publication, *A Theory of Vocation Choice*. This theory was developed to organize data about people in different jobs; organize the data about different work environments, suggest how people make career choices; explain how job satisfaction and vocational achievement occur. Holland suggested that people can find job satisfaction in work environments that are compatible to the personalities. He classified personality types and work environment into six types which he labeled Realistic, Investigative, Artistic, Social, Enterprising and Conventional (RIASEC) (see figure 2, pp.34). The closer the match of personality to the job, the greater the job satisfaction. He also stated that although all types are part of us, one type is usually most prominent and through self analyses, one would know the prominent one. The theory was applicable to both men and women but it was noted that there was a question of gender bias for most women tended to score on mainly three personalities: artistic, conventional and social. Holland attributed this to gender which caused many women to display greater interest in traditionally female-dominated occupations.

This theory emphasizes self-knowledge and knowledge of work environment for wise career decision making.

RIASEC means:

Realistic - primarily involves physical demands. People work with tools, machines, or animals. Technical competence and the ability to manipulate things is the most important aspect of these jobs. These personalities like to work with their hands, separate from people, on concrete tasks. Examples of such tasks are in manufacturing engineering technology; environmental management etc.

Investigative - primarily involves intellectual challenges that require using reasoning, mathematics, or scientific principles to solve problems. Problem solving, abstract thinking, logic, and creativity are essential competencies for these jobs. These personalities enjoy puzzles, intellectual challenges, and working independently to solve problems. Examples of such careers are computer science and urban planning among others.

Artistic - primarily involves free, open, creative environments in which people have very little structure. Creativity and personal expression are essential competencies for these jobs. These personalities enjoy freedom and unstructured situations in which they can express themselves in original ways through various media. Journalism, media and theatre arts are in this category.

Social - primarily involves people working together to support and understand each other. Communication and listening competencies are essential for these jobs. These personalities feel a strong need to be in a cooperative, supportive environment. Social work, nursing, teaching are in this category.

Enterprising - primarily involves persuading other people to do what one wishes. Communication, leadership, management competencies are essential for these jobs. These personalities like to use data and /or their social skills to get others to do what they want, accomplish group goals, and to achieve higher status. Such people fit in marketing and business among others.

Conventional - primarily involves carefully organized, structured, and planned environments in which people keep records, file papers, organize data and work under close supervision of another person. The most important competencies for these jobs are organization and the ability to carefully follow orders. These personalities enjoy settings that are highly structured in which they have little autonomy. Examples of such settings are accounting, office systems administration etc.

This theory does not explain that personalities do change, and therefore one may be dissatisfied with a job which one chooses before the change. On the other hand, the job may change due to global trends. However, it may have been assumed that one who gets dissatisfied with a job due to change in personality will be expected to move to one that is compatible with the new personality. The same should happen with one who gets dissatisfied with a job due to change in the job. One should move to another job that is compatible with his/her personality.

The theory acknowledges gender bias with women occupying conventional, social and artistic careers. It does not say what could be done to correct this gender imbalance, nor does it explain why the imbalance is prevalent.

It would have been helpful if an explanation was given as to how one has the personality he/she has. This theory also disregards the socio-economic contexts that may force a person to take whatever job is available irrespective of his/her personal traits or even job conditions.

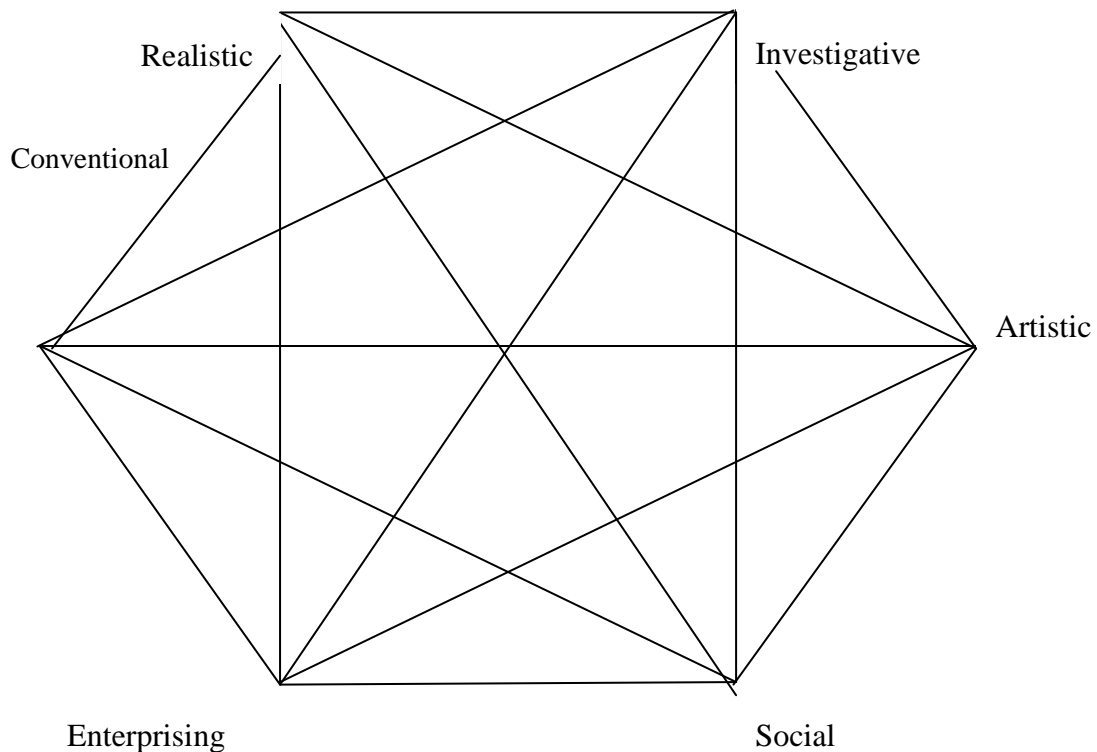


Figure 2 – Holland's Hexagonal Relationship of Occupational Classes

Source: Attridge, W. C. [n.d.]

2.2.6 Relevance of the Theories to the Study

Parson's wise choice of vocation which is based on a clear knowledge of oneself, of the job and a matching of the two calls for true reasoning. Reasoning can only be done where there is information to enable one to weigh the alternatives and arrive at a decision. Parson called career choice the greatest decision. In this study, the researcher regards the choice of career for girls in Form 4 as very important because

after more than thirteen years of schooling a girl should transit into a successful career. Failure to do this would lead to job frustration and dissatisfaction. In cognizance of this the “Kenya National Development Plans of 1974-1978, 1979-1985 and National Committee of Educational Objectives and Policies, (The Gachathi Report, 1976) among others, recommended guidelines on career development,” (Ministry of Education, 2007). Knowledge of self in terms of academic potential, attributes, talents, interests, values, expectations, resources, “do not appear suddenly on the day students are ready to leave school as they require substantial time and attention to develop, be assimilated and used by students beginning with elementary school.” (Gysberg, 2007) One needs to be engaged in several services and activities such as career day/week where dissemination of career information through group discussions, films, talks and visits to organizations are done. An individual can also be helped to understand herself when the career counselor collects and analyses the student’s personal data and relates it to the wider social, cultural, economic and vocational context. In this way, the student will understand herself and the career suitable for her.

It is important that a student understands herself especially in the context of socio-cultural-economic changes taking place. UNESCO (2002) stated that access to information through media and other forms of technology is giving young people aspirations that for the most part, cannot be satisfied in their environment. These aspirations that the girl is exposed to must be carefully adapted and fine tuned by the career counselor to fit in with the realities in Kenya and the world.

Parson's theory also stated that there is need for knowledge of the jobs. The dynamics of the job world ought to be understood. No longer can one think of a job in a specific country. For now we are all employees of various countries. For example, a lecturer in one university can be an external examiner in universities in other countries; an employee in Nairobi office is in touch daily with the multinational company offices in London, New York or Cape Town. Daily the world of work changes in an attempt to absorb the global changes and remain on the cutting edge of knowledge and best practices. More and more workers and the organizations in which they work are developing global identities (Feller & Whichard, 2005 as quoted by Gysberg, 2007). Career counseling and dissemination of knowledge of jobs must take cognizance of the dynamics of a rapidly changing world and jobs. The world of work has many types of jobs; part-time, short stint, volunteer, casual, permanent, temporary, among others. When the girl is given information on jobs, it must encompass all these dynamics.

Not only must she know herself and the jobs but also successfully match the two. To realistically match the two calls for purposeful reasoning. This skill must be learned. Decision making is a skill that is learned. The career counselor will need to mid-wife decisions on careers through various counseling interventions.

The career counselor will also be called upon to help students analyze issues that the researcher feels that Parson's theory might not have taken into consideration: such issues as when the career of your choice is not available or when the career you chose changes in order to incorporate the new trends or when the person changes. Whereas Parson's theory did not address them explicitly, the skills that underlie getting to the

satisfying job, for example, reasoning, decision making and analyzing are important for survival throughout life and changing jobs. Therefore should a person change, or the job changes or one misses the first career choice, such a person should be able to reinvent herself and once more get a satisfying job.

Holland's Theory of Personality is modeled after Frank Parson's Trait and Factor theory. Holland also stresses self knowledge in order to know which of the six personalities – realistic, investigative, artistic, social, enterprising and conventional – is your type. Holland agrees that each of us has a bit of the personality types but one is dominant. To know which one needs self analyses. An individual's personality type "could be identified by preferences for school subjects, extracurricular activities, hobbies and work" (Kazuyuki & Kuolin, 2006). This can be done in school and home by the subject teachers, career teacher and parents, among others. The Ministry of Education (2007) in agreement with this view reported "that much emphasis is laid on subject performance with little information on the link between subjects and careers."

The work environment was also coded into six personality types, just like the personality types of people. People with the personality type which was like that of work environment tended to look for it. The closer the matching of personality type and work environments, the greater the satisfaction. This defines resemblances between personality types, environments and their interactions.

Holland's theory was influenced by gender and it was found that though this theory worked for men and women, yet a majority of women ended up in female dominated environments namely, artistic, conventional and social. He, however, did not give

suggestions on how this gender imbalance would be corrected. The Ministry of Education (2007) states that “there also exists gender disparities on career preferences with more females preferring Art related subjects”.

It is interesting to note that the Ministry of Education (2007) has coded careers into 28 types. For example, code number 11 “Entrepreneurship and related careers” goes with “Personal characteristics relevant to these careers...” This shows that specific personalities are attracted to specific characteristics of the job as in Holland’s Theory of Personality. Another factor that this theory does not address are the social-economic factors that influence a girls choice of career. These are points of interest for educational stake holders to address in order to enable girls make informed career choices.

Holland also did not attempt to give an explanation of how people become the types they are. Holland simply asserted that people simply tended to reproduce themselves. Holland did not take into consideration the changes in personalities or even work organizations that happen due to varied reasons over time.

It is important for subject teachers, career teachers, parents and all stakeholders in education to take cognizance of these theories when:

- (a) Teaching in order to relate the subject matter to the career. This will enable the students to see the relationship clearly over time. The teacher will see also whether the student could fit in a specific career by the interest he/she shows in that subject and advise accordingly.

- (b) Making programs for career counseling in order to include activities and services that will bring about self analyses, self knowledge, job analysis, decision making skills and matching skills, among others.
- (c) Planning co-curricular programs that will bring out the hobbies and the students God-given inclinations.
- (d) Making time for a student's hobbies and inclinations at home and school and giving encouragement. It has been known that some parents and teachers regard hobbies as a waste of time not knowing that these are predictors of a student's future career and satisfaction.
- (e) Acquiring career information resources which will satisfy the need of self and job knowledge.
- (f) Assigning work so that a student is assigned duties that she has an inclination to in order to develop that inclination in a student. Teachers and parents have been known to force the brightest student to lead. For example, a student is forced to be a perfect in the school when the student has no interest in leading at all and therefore she suffers and everybody else in his/her tenure of prefect-ship.

Both Frank Parson's and Holland's theories regard self knowledge and career information essential for career decision making.

This study was on provision and access to career information in order to ensure that a career decision is made that will lead to smooth transition to job satisfaction. This is in response to the hue and cry in the media by many Kenyans who enter careers which they are not interested in or have no ability in (Sinha, 2003; Senelwa, 2003). It is hoped that if these theories are taken into consideration and information given on self

and job analyses, especially in secondary schools, the tide of Kenyans landing in the jobs that are not complementary to their abilities and interests will be stemmed.

2.3 Career Guidance and Counseling Programs

Career guidance and counseling programs are important against a background of major changes in schools and in pupils post school opportunities. (Howieson and Semple, 1996). In Kenya, the Ministry of Education, (2007) recognized a number of emerging global issues which impacted significantly on career choices today which learners making career guidance needed to be aware of them. For a student to transit into the world of work, he/she must have acquired during his/her school years, life skills that will enhance his/her employability, as well as success in self-employment. These skills include effective work habits, the ability to make sound decisions, solve problems, plan effectively, work independently, communicate well, research, evaluate themselves realistically, problem solving and explore new education and career opportunities.

Apart from the above, students have to access information regarding various careers. This is important because “there has been rapid expansion and diversification of training opportunities in Kenya. This is characterized by many upcoming education and training institutions and many programs in already existing institutions” (Ministry of Education, 2007)

The information on career that should be provided is:

- The name of the career
- A brief definition of the career

- The vision and mission of the organization or career
- The path to entering and progressing in the career.
- The future prospects of this career
- Information about the courses leading to this career. (Anonymous, [n.d.a])

The skills that a student has, it is hoped, will match with a career leading to a decision by the student to join that career.

For a student to be properly guided into transition to the career of his/her choice, the school should have a comprehensive guidance program. Gysberg and Henderson, (2000) as quoted by Maddy- Bernstein, (2000) observed that a comprehensive guidance program:

... are developmental in that guidance activities are conducted on a regular, planned and systematic basis to assist students to achieve competencies... are comprehensive in that a full range of activities and services, such as assessment, information, consultation, counseling referral, placement, follow-up, and follow-through, are provided.

The American School Counselor Association (ASCA) strongly supports the comprehensive guidance initiative.

There are two criteria for comprehensive programs:

- There must be a written program that has been adopted by the school board, and

- Counselors at all levels must devote their time to the program, not administrative, clerical, and other non-guidance tasks. (Gysberg, Lapan and Blair, 1999 as quoted by Maddy-Bernstein, 2000)

An example of a comprehensive career program is one drawn by Ministry of Education and Training, 1999, in Ontario, Canada. It has the following key features:

- Clearly stated competencies for students in Grades 1 to 6, Grades 7 and 8, and grades 9 to 12.
- A range of career exploration activities in the community.
- 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 counseling.
- A program advisory team.
- A program effectiveness survey, conducted every three years, with recommendation for revising the program.

Teaching and learning in the guidance and career education programs involves a variety of instructional settings and roles, as well as the involvement of all education stakeholders and those in industry. Students acquire knowledge and skills not only through the traditional curriculum but also through the teacher adviser program, their development of annual education plans, events such as job shadowing days, work experience activities and co-operative education. Students learn from the active

involvement and direction from teachers, teacher-advisers and guidance counselors. The programs structured teaching and learning approach systematically builds each year on the previous year's learning.

The goals of the Ontario guidance and career education program are that students:

- Understand the concepts related to lifelong learning, interpersonal relationships (including responsible citizenship) and career planning. (Student development)
- Develop learning skills, social skills, a sense of social responsibility and the ability to formulate and pursue education and career goals. (Interpersonal development).
- Apply this learning to their lives and work in the school and the community. (Career development) (Ministry of Education and Training, 1999).

Ontario career education program for elementary and secondary schools is very comprehensive from elementary to secondary schools and could provide a model that Kenya could learn from.

In Kenya, the Ministry of Education, in 2007 came up with a career guidance publication. The purpose of the book is to:

- a) Enlighten the learner and other stakeholders in the education sector on the contemporary and emerging trends in the world of work.
- b) 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.

- c) Help the learner to identify the relevant careers in relation to his/her abilities, interest and values.
- d) Provide the learner with information on the various training institutions available to further his/her education and training in his/her life line of chosen career.

While the publication is a great welcome resource, the last one having been published in 1993/94, it does not observe how the student will get the skills that are needed for self-knowledge, decision making and others which make a person employable. This *Career guide book for schools* leaves the career teacher to use his/her ingenuity to help the students acquire skills that enables them make decisions on career and also work related skills that makes him/her employable. This is a tall order for the career teacher especially because he/she has normal teaching load, is at times also the school discipline teacher and is not trained in career guidance. Lutomia and Sikolia (2002) advices that:

- Learners in our institutions should be equipped with relevant skills that are in high demand on the labor market.
- The learners should be educated on a wide range of job opportunities on the labor market, and the requirements in these sectors. These would open up their minds on what is expected of them in future and where to direct their energies while in institutions of learning.
- The learners should be encouraged to make as many applications as possible to the public and private sectors. The counselor can assist students to identify the sort of jobs worth applying for. For example, they must think in advance what

sort of activities a specific organization (a bookshop, a paint manufacturer, an architect's office) will 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 program on career guidance in place.

In Nigeria, guidance policy is yet to be fully developed and articulated by school teachers and other education stakeholders. Secondary schools are at liberty to evolve and implement any guidance program that meets the need of the school. (Oyaziwo, 2007) This has led to most of the students to leave secondary schools quite deficient in occupational information which is a limitation to the occupation experience of the youth. (Salami, 2008)

Career Guidance and Counseling Conference Report (2000) highlighted the current characteristics of Hungarian career guidance. This Conference report states that career guidance in Hungarian primary schools is provided by class teachers and by career guidance professionals. Based on their activities, parents and pupils are given advice on further education, career and profession. Site visits help inform children about different occupations and information material is edited and distributed. The counseling institutions and secondary schools annually review further education opportunities in special publications outlining the different qualifications, related jobs, and subject requirements. Employment organisations offer special information to the young on career choice, training opportunities and employment. They organize individual and group programs, perform thematic counseling 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 Counseling. In the guidance and counseling activities of employment organizations, special computer programs such as the North American Choices Program, are successfully combined with the traditional practice (personal advice and psychological tests among others)

Hungary's career guidance and counseling program has taken a lot of activity to put it in the position it deserves. (Conference Report, 2000) Kenya may learn from the Hungarian example that there is need for career guidance and counseling to start in primary school. In agreement with this, Hughes and Karp (2004) stated that guidance activities directed at Junior high school students were the most effective with pre-teenage (rather than high school or college) students.

There seems to be a consensus among career guidance authorities that the following major services constitute the guidance and counseling program:

- Helping individuals to gain self awareness in such areas as interests, values, abilities and personality style,
- Connecting students to resources so that they can become more knowledgeable about jobs and occupations,
- Engaging students in decision making process in order that they can choose a career path that is well suited to their interests, values, abilities and personal style and
- Assisting individuals to be active managers of 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 the lifespan. (UNESCO, 2002 a; Chuenyana, 1983)

Studies on school students where more fully implemented comprehensive guidance and counseling were in place reported more positive school experiences. An example of such a study is one done by Lapan, Gysbers and Petroski (2001) where the relationships between statewide implementation of comprehensive guidance and counseling programs and indicators of safety and success for seventh graders were examined. Schools with more fully implemented comprehensive programs reported:

- (a) Feeling safer attending their schools.
- (b) Having better relationships with their teachers.
- (c) Believing that their education was more relevant and important to their futures.
- (d) Being more satisfied with the quality of education available to them in their schools.
- (e) Having fewer problems related to the physical and interpersonal milieu in their schools and
- (f) Earning higher grades.

Another research by Lapan, Gysbers, and Sun (1997) found that high school students who attended schools where more fully implementation of a comprehensive guidance and counseling programs were in place reported:

- a) Higher grades
- b) Student perceptions that their high school education was better at preparing them for the future and

- c) Students perceptions that their schools were making more career and college education available

These studies show that an implementation of a comprehensive guidance and counseling program may be a solution to the daily challenges that our students face.

This study has examined the career guidance and counseling programs in Nyahururu Division secondary schools and their effectiveness and has made necessary recommendations.

2.3.1 Career Services and Activities

Career services and activities enable students to identify their interests, abilities, knowledge, skills and attributes necessary for developing personal plans on lifelong learning and productive employment. In order to make an informed choice, students need to have a realistic picture of occupations they are considering: the working conditions, the tasks that are involved, the qualification and education required, the salary and the job opportunities among others. A student can be helped to gather career information by career services and activities such as:

- (a) Career talks would give information on what careers are open to those who leave school. Further topics would also touch on self employment schemes, entry in various services and methods of recruitment. Career talks can be given to a group or an individual student. (Mutie and Ndambuki, 1999).
- (b) Career conferences/fairs would give occupational information on various careers by people practicing law, medicine, horticulture, teaching etc. They would, for

example, expound on law as a career, medicine as a career etc. (The Global Counselling Centre, [n.d.]

- (c) Tours/visits to commercial establishments and in industries followed by reports written and group discussions would be eye openers to desired careers by students (Mutie and Ndambuki, 1999).
- (d) Screening films, videos, viewing of television shows would 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. (Anonymous, [n.d.c])
- (e) Mentoring 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. (Anonymous, [n.d.b]; Ayodo and Otieno, 2009)
- (f) Vocational counseling which is face to face talks with the counselor before the student chooses a career. This would include analyzing the traits of the student and matching them with the desired career (Hughes and Karp, 2004).
- (g) Vocational or work study placements/cooperative programs enable a student to be involved in the work/job and to have a feel of it (Mutie and Ndambuki, 1999; UNESCO, 2002a).
- (h) Career days/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 (Mutie and Ndambuki, 1999).
- (i) Invited guest speakers who are in various professions who market to students their profession. The students interact with this professional face to face

(Makenzie and Khayesi, 1998; Rukwaro and Khayesi; 2004; Wango and Mungai 2007).

- (j) Visits/tours to career exhibition where various institutions expound on the various programs found in their institutions. The exhibition could also be by various industries which will exhibit their products (Makabila, 2007).
- (k) Books, brochures, college and university catalogues and computer based information e.g. CD ROMS (UNESCO, 2002a)
- (l) Volunteer work is useful in order to get experience in a certain field (UNESCO, 2002a)
- (m) Media advertising (newspapers, magazines, radio, T.v.) (Lapan, Gysbers and Petroski, 2001)
- (n) Internet (Lapan, Gysbers and Petroski, 2001)
- (o) 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 will allow students to search for information of interest to them (UNESCO, 2000)
- (p) Peer counseling. Students can be trained to offer guidance and counseling to their peers. This is based on the understanding that students relate to those peers with whom they are comfortable. The peer counselor also assists in identifying and making referrals to the career teacher. Days should be set aside for them to share experiences and information with their peers through various means such as role-playing, talks etc. (UNESCO, 2000)
- (q) Curriculum infusion. Career guidance concepts are an integral part of the general school curriculum. All subject teachers need to play a part in infusing

guidance concepts in their subjects, and help augment the program. (UNESCO, 2000)

Students interaction with career activities and services would enable them achieve academically and attain their desired future. This would be a national strategy to assist students to be successful in school and in their future careers.

This study explored what career services and activities are undertaken in secondary schools and recommended ways of improving them in order to provide students with effective career information.

Readiness for making career related decisions in adolescence is influenced by factors 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. (Grant, 2000; Lapan, Gysbers and Petroski, 2001)

2.3.2 Career Information Needs of Secondary School Girls

A study done by Chuenyane (1983) revealed that 60% Black secondary school students in South Africa expressed a need for additional help with:

- (a) finding jobs and careers
- (b) understanding the guidance program
- (c) developing self understanding
- (d) career awareness
- (e) exploration and planning
- (f) interpersonal relationships

- (g) value clarification
- (h) selection of courses
- (i) acquisition of decision making skills.

These needs are in sharp contrast to the help they feel they have received. These needs of Black secondary school students are similar to those that students cited in a study done by Rukwaro and Khayesi (2004) on secondary schools in Nyahururu Division. In this study, students requested for written information on various careers. They expressed interest in the following information:

- Subject combination that is needed in the pursuance of their various career education programs
- Duration of the courses.
- Institution(s) where the courses are offered
- Admission requirements such as subject combination and grades
- Situation and trend of job markets.

Many students in the above study 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 agreement reports that most of the students in Nigeria leave secondary school quite deficient in occupational information. This results to students having misaligned ambitions. Misaligned ambitions are a significant mismatch between the amount of education an adolescent expects to attain and the education required for those occupations the adolescents wants to enter. (Sneider & Steverson, 1999) A research done in Kenya revealed that 95% of the students indicated that their parents expected them to enter university after graduation from high school. However,

in Kenya less than 50% of students who graduate from high school get admission into university. What this implies is that students are not well informed about career trends in the country. The options of middle level colleges, which could be the more realistic choices for some students, are overlooked due to the lack of proper career guidance. Thousands of students applying for university admissions fail to get placement because of improper subject combinations in high school. (Osoro, Amudson & Borgen, 2000) For a great number of students, secondary school is the terminal point in their formal education. This being so, secondary school curriculum ought to provide them with sufficient self-knowledge concerning their aptitudes, interests, aspirations and skills to become successful and productive members of society. (Chuenyane, 1983, Bell Danjuma & Adamu, 2007). Kithyo and Petrina (2005) in their research reported that students were quite confused when called upon to choose careers, basically without any information whatsoever.

The Ministry of Education, 2007 has a careers guide book for schools. It has listed characteristics relevant to these careers, subject combination that is needed in the pursuance of specific career and institutions where the courses are offered, among others. The greatest strength of this guide is that it has included Technical, Industrial, Vocational and Entrepreneurship Training (TIVET) to enlighten those who may not get university admission. These booklets are the most common source of career information for students. However, teachers criticized the booklets as having outdated information, lacking important current information and not being sent to schools regularly. (Osoro, Amundson & Borgen, 2000).

Botswana has a career manual for secondary schools. The manual which was produced by the Guidance Unit in 1993 provided 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 in Botswana. (Alao and Kandjii – Murangi, 1995).

Information on careers is disseminated in almost all schools in United States of America through Bulletin Boards in schools career centres and on their web sites. For example, the University of Manitoba: Student Affairs has provided information on almost two hundred occupational options.

Career information need is greater for girls because as discussed elsewhere in this study, parents fear to release their daughters to seek information fearing for their security. Secondly, they fear losing the income to the household that girls bring when they engage them in the farm or the household chores (Bellamy, 2004). 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. (Osoro, Amundson & Borgen, 2000).

It is critical also that career information is availed to girls 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 will influence their children's level of education.

It is important that career guidance is provided in girls secondary schools in order to help the girls understand their abilities and interests, the career that those abilities and interests are commensurate to; and then make a decision on career choice. The girls are also hampered 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. (Salami, 2007; Kithyo & Petrina, 2005; Grant, 2000) Careers for girls were identified as nursing, teaching, secretarial, law and commerce while boys' careers were identified as engineering, accountancy, medicine, commerce and law. Girls tend to choose jobs that are stereotypical. (Osoro, Amundson and Borgen, 2000; Salami 2007; Kithyo & Petrina, 2005; Grant 2000; Mapfuma, Chireshe & Peresuh, 2002)

Career guidance is important in order to correct influence of gender stereotyping in career choices.

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. Kirui, (2007) observed that thousands of students ended up pursuing careers which they had scanty knowledge about. In support of this, Kasomo, (2007) estimated that not less than 10% of university students would want to undertake courses other than that for which they were admitted. In Spain, where university entrance is open to very large numbers of students, only 40% of students who register ever complete the degree course program

(Castillo, 1986)). In United States of America, almost 2/3 of high school graduates enter post secondary education immediately after high school; yet ½ of those leave within 2 years without earning any degree. (Hughes & Karp, 2004)

2.3.3 Information Seeking Habits of Girls in Secondary Schools

Information seeking habits is the way in which students go about seeking and obtaining information. Student information seeking behavior is reflected in their relationship to the information products and services. This behavior is governed by what the user already knows and the sources of information available, among others. The student behaves in a certain way depending on the information on his/her activities.

Girls in secondary schools seek information on course content, application forms, fee schedules, institutions that offer certain courses, subject combinations, employment, progression and future prospects. Most students are ill-informed on job markets, examination requirements, and other requirements for successful studies. (Rukwaro and Khayesi, 2004). Many students are exposed to very few careers. A student owes it to him/herself to find out what career opportunities exists (Kinga, 2001).

Secondary school students seek information from various sources. Kithyo and Petrina (2005) stated that there are certain instances when home environment interacted with school experiences and in these instances, the home and school played a major role in student choice of career. However, some parents pressurized students to choose the programs the parents thought were appropriate for the students. The extent to which the parents could advise their children differed from home to home. Some of the

students even avoided discussing careers with their parents because they thought the parents, being uneducated, did not know anything about careers. Kirui, (2007) found that teachers, friends, relatives, parents, libraries, subject teachers and friends are the sought out sources of information for secondary school students.

Rukwaro and Khayesi, (2004) reported that students obtained their career information from parents, friends, newspapers and magazines. Wamahiu, (1995) reported that students in six schools in Nairobi requested that parents be given access to professional guidance and counseling. No doubt this would help in guiding their children in important decisions such as career choice.

Mothers provide the greatest number of helping behaviours and are the most helpful resource in the transition process. This was the result of a study done by Smith and Zhang (2009) on students' perceptions and experiences with key factors during the transition from high school to college. In the same study, females reported receiving more help from mothers, friends and high school guidance and counselors.

Another study on career and college planning needs of ninth graders, students reported that parents/family had been most helpful; school counselors were rated least helpful while internet sites, teachers, media were rated somewhat helpful. (Melinda, Gibbons, Borders, Wiles, Stephan & Davis, 2006) School counselors were rated least helpful may be due to lack of efficacy in career counseling, limiting their ability to provide useful assistance to students.

Both the students and teachers in the rural schools indicated that the students regard career departments as being very important sources of information while in urban schools they were somewhat important. Some students identified parents, religious leaders and universities as important sources of career information. Students from rural schools are influenced both by the family (parents, siblings and grandparents) and teachers more than their urban counterparts. Career booklets from MoE were indicated to be the most common source of career information in schools. (Osoro, Amundson & Borgen, 2000)

It is evident from the above discussion that students sought information from career guidance teachers, relatives, parents, libraries, subject teachers and friends. They may also be inspired by role models who are already in the career of their choice. Role models are not very common in rural areas since most of them work in towns and only dash to the rural areas for important occasions such as funerals. (Mackenzi & Khayesi, 1998). Access to successful role models is therefore difficult and especially in engineering fields (Kithyo, 1999).

This study established information seeking habit of secondary school girls and recommended the methods that would be most effective in disseminating career information.(Kithyo,1999)

2.3.4 Sources of Career Information

Secondary school girls need a variety of information sources in order to access career information (Maddy-Bernstein, 2000) observed that comprehensive career development program should not be the total responsibility of the counsellor, in

reality most of the school counsellors have limited time to be the sole providers of career assistance, given the number of students they have to serve. Kirui, (2007) concurs and reiterates that career teachers are given equal duties with other teachers, and are also called upon to be the discipline master/mistress.

In view of the above, Hughes and Karp, (2004) report that in United States of America:

Guidance programmes are generally equipped with tools students can use on their own. The vast majority of schools stock computerised and non-computerised career information sources and college catalogues, as well as conduct testing for career planning. The availability of computerised and non-computerized sources enhances and keeps students focused on career guidance and counselling.

In China, the internet provides a window for Chinese to learn different perspectives on life and cultural values, which produce critical needs for a career guidance programme for the young generation to understand themselves and the world around them in order to fit in appropriately. (Zhang, Hu and Pope, 2002).

Studies on career information show that there is a possibility of integrating career information with the role of the subject teacher. New methods and techniques could be devised whereby the counsellor coordinates the subject teaching staff, as a team of people who can effectively fulfil many of the career information needs of the students. (O'leary, 1990 as quoted by Oyaziwo, 2007).

Students benefit from career guides which are issued at school and from advice by parents, relatives and friends (Kithyo and Petrina, 2005). Career guides from the MoE were the commonest sources of information. However, they are criticized by teachers as being outdated, lacking important current information and not regularly sent to schools (Osoro, Amundson & Borgen, 2000).

In towns, exhibitions by Universities and TIVETS are also important sources of career information (Makabila, 2007).

Radio and the television are also important sources of career information (University of Manitoba: Student Affairs). Other sources of career information are:

- Daily newspapers which have information on jobs, their specific qualifications, duties, salary, allowances, among others. Colleges and Universities programs, their entry requirements and fee structure.
- Magazines – A few magazines are dedicated to a specific profession, for example, *The Accountant*. This magazine gives details to would be accountants on training opportunities and job opportunities among others.
- Government publications which emanate from various ministries. For example, The Ministry of Education (2007) *Careers guide book for schools*.
- Bulletins and catalogues on career entry requirements, institutions that offer the courses, duration of study and fee structure, among others. For example, university catalogues.
- Consultancies that advice secondary school students and learners on training opportunities.

Sources of career information are varied but it is possible that rural secondary school girls do not get access to a majority of them due to the price involved in accessing the information sources in terms of money, time and effort. Secondly, the information in the sources of information might not be very comprehensive.

Tindi and Silsil, (2008) stressing on the dearth of career resources state, “this development, where the HoDs handling guidance and counseling were required in every school, a policy which came into force in 1999 has not been backed by corresponding training or provision of necessary reference materials ... salient needs – reading books, experiential excursions, requisite training etc were passed on to the back burner.”

2.3.5 The Role of Career Guidance Teacher

UNESCO Guidance Training module identifies three major guidance services. These are educational which deals with schooling, vocational or career, which deals with the world of work and personal, social and psychological guidance which deals with family relationship, psychological adjustment and intrapersonal relationships. All the three overlap (Wango and Mungai, 2007; Ngumi, Ngari and Mumiukha, 2007). In Kenyan schools the career guidance teacher does all the three on top of his/her normal teaching load and may be disciplining the students as well (Kirui, 2007). This is in spite of career counseling being the most complex type of counseling because the counselor must possess all the skills of the counselors, and, in addition, know employment trends, methods of preparing for various work roles, career assessment techniques, and methods for changing work-related behaviour, emotions and cognitions (Teeling, n.d. quoting John Kumboltz, Professor of Education and

Psychology at Stanford University). Osoro, Amudson and Borgen (2000) recognized this demand put on the Kenyan career counselor and observed that there is urgent need to train and equip career teachers with relevant knowledge and skills so that they can effectively guide students in career exploration and decision-making. Over 65% of the teachers believed that the career departments were poorly equipped or staffed with both relevant career materials and personnel. Kirui (2007) recommended that the Ministry of Education should supply schools with trained career guidance teachers. In Kenya, the psychological and social guidance is what is mostly done. It is therefore necessary to have a teacher whose designation is well spelt out as career guidance teacher with his/her duties well outlined. Ngumi, Ngari and Mumiukha, (2007) state that a teacher who provides guidance and counseling should undergo training to enable her/him to understand the profession of guidance and counseling and to be able to practice efficiently and effectively. The provision of training together with the provision of adequate resources will ensure effective and efficient guidance and counseling in secondary schools.

It is possible that career guidance teachers due to a lot of pressure of work and lack of training may not realize that their contribution in career guidance and counseling matters has a very significant role to play in the career choices the students make (Mapfumo, Chireche and Peresuh, 2002). Guidance counselors should have minimum teaching responsibilities. This is in order to have enough time to plan, organize and execute guidance and counseling activities (Ngumi, Ngari and Mumiukha, 2007).

The career teacher needs the support of all education stakeholders – the principal, the subject teachers, the parents, the students and the Ministry of Education. However,

this is not always the case. Some principals, jeopardize the work of the career teacher thinking that they will jeopardize their position by becoming too close to the learners. Some parents also have been known to accuse teachers of maligning their children when they are informed of their children's behaviour instead of establishing facts first. Parents too may differ with the career teacher on issues of their daughter's career choice. Some students too may be uncooperative, thus making the career teacher's role difficult. The Ministry of Education has no enforced policy on career guidance and funding is hard to come by. A career teacher therefore feels besieged from all sides. It is therefore, hard for a career teacher to guide students keenly under such circumstances (Ngumi, Ngari and Mumiukha, 2007).

The career teacher should recognize the dignity and worth of the individual student as well as his/her right to choose. He/she should regard every student on his/her own merit. The guidance and counseling teacher should guide the student to make his/her choice. The guidance-counselor just helps the client to make that decision or choice as intelligently and as wisely as possible. The student is the major stakeholder in that decision (Kinga, 2001).

The counselor is responsible for drawing guidance and counseling program, keeping important information records about students and organizing orientation for Form One. The counselor should meet every class in order to note their general problems and find out how to solve them. The personality of the guidance and counselor teacher is the most important factor in counseling. (Mutie and Ndambuki, 1999; Lutomia and Sikolia, 2002).

A career guidance counselor has to have qualities such as good listening, which is the foundation of good counseling, commitment, skill and empathy – the keystone of any effective helping relationship (Kanyoro, 2003). This list of qualities supports the one drawn by the Princeton Review (Anonymous [n.d.c] which states:

By far the most important skill a potential guidance counselor can bring to this profession is the ability to relate to adolescents, this skill requires a combination of the ability to listen, honesty, an open mind and a sense of humor. Individuals who succeed in this profession communicate well with students.

The counselor should have self-knowledge. He/she should be in touch with his/her strengths and weaknesses. He/she should have the physical, intellectual, emotional, social and moral qualities in order to be able to help the students. The counselor must continually increase his knowledge and seek new life experiences. Counselors must develop new skills, try new ideas and approaches and be able to evaluate their own effectiveness. Counselors should also have good psychological health and they must be trustworthy, honest, strong, warm, sensitive and patient. The counselor in the absence of centralized source of career information, to which he/she could readily refer, should keep him/herself updated with information about new careers, courses, eligibility criteria and labour market trends. An effective career counselor guards against the danger of focusing on the world of work without helping students through self-discovery. It is essential that efforts be made to blend self-discovery with career information (Lutomia and Sikolia, 2002; Mutie and Ndambuki, 1999). Lutomia (2007) states aptly that the success of career guidance programmes in any school will

depend on the ability, initiatives and dedication of the teachers assigned the duty. They should be aggressive to seek information they will disseminate to students.

Gysbers (2001) states that guidance and counseling is going to make the contribution it can and should make to assist all students to achieve success in school academically and reach their goals personally and occupationally when the program of guidance and counseling and the work of the school counselors within it are seen and practiced as an integral part of education. In Kenya, teachers made casual comments that “career departments exist by name”, meaning they were not functional. (Osoro, Amundson & Borgen, 2000).

Many children and adolescents have limited access to role models of many different careers, and further some models are ineffective role models. Career teachers should do as much as possible toward educating students about career options and exposing them to a wide variety of jobs (Fawcett, 2001). In Kenya as well, rural girls, have very little chance of meeting effective role models and therefore the career teacher must guide and counsel effectively so that girls get their career information needs satisfied.

2.3.6 Challenges of Career Information Provision and Access

The Ministry of Education (MoE) policy document points out that career guidance and counseling should be part of the Guidance and Counseling Support Services provided to learners. The MoE has periodically produced career books to support learners in the career development process (MoE, 2007). The MoE books do not offer guidelines of the programs that should be in all secondary schools as is done, for

example, in United States of America where National Career Development Guidelines (NCDG) have been endorsed by several National Professional Associations and adopted in more than 46 states. These guidelines have provided states and schools with a solid foundation from which to develop their own career counseling program. Nigeria, according to Oyaziwo (2007), regards guidance and counseling service “as a fringe benefit instead of being directly linked with students learning”. In agreement Salami (2008) discusses that there is a conspicuous lack of career education either at elementary or secondary school level. This omission of career education or career preparation limits the occupational experience of the youth. Related to this is that students rarely go on field trips for career exploration. 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. Rather choice of occupation is determined by students’ best school subjects.

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. (Kithyo and Petrina, 2005; Kirui, 2007). Secondly, very few schools have career teachers and those that do, have no training on career counseling. (Wango and Mungai, 2007; Lutomia and Sikolia, 2002)

Resources/tools that students can use to supplement what they get from the career teacher are inadequate. There are, may be, few booklets, newspapers, catalogues, or electronic information systems such as the internet (Rukwaro and Khayesi, 2004;

Kirui, 2007; Kithiyo and Petrina, 2005). In United States of America, Hughes and Karp, 2004 report that:

Guidance programs are generally equipped with tools students can use on their own. The vast majority of schools stock computerized and non-computerized career information sources and college catalogues, as well as conduct testing for career planning.

Gender issues affect the girls when they are choosing 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. In some cultures, the only career open to girls is marriage. (Assistant Secretary for Public Information – United Nations, 1995; Osoro, Amundson and Borgen, 2000; Mutie and Ndambuki, 1999; Bellamy, 2000; Obando, 2003; Kithyo, 1999)

There is little coordination of all career education stakeholders – the MoE, teachers, parents, students, career consultancies, NGOs, publishers industries and organisations. The career teacher is left to do his/her best, at times, all alone. Maddy-Bernstein (2000) observes:

Clearly the delivery of a comprehensive career development program in secondary schools should not and probably, cannot be the total responsibility of the counselor.

Salami (2008) suggests that because the roles of parents are important in career decision making and development in the Nigerian society, the counselor should mount workshops where the students and their parents could interact on matters regarding their career decision making difficulties and their influence on their different life stage tasks. Within such a forum, the students could be assisted in striking a balance between being dependent on and independent of their parents in matters dealing with careers and relationships.

Girls experience the problem of access of career information because parents do not allow them to go away from home because they fear for their security and also, the loss of labour that a girl provides on the farm and house (Bellamy, 2000; Rukwaro and Khayesi, 2004). The parents themselves may not be knowledgeable on career trends. (Kithyo and Petrina 2005; Osoro, Amudson & Borgen 2000). Other sources such as exhibitions that universities and TIVETs hold are only in towns. Effective role models also live and work in towns. Eighty per cent of Kenyan population live in rural areas and therefore have no access.

2.3.7 Conclusion

It is clear from the literature review that there is little understanding in Kenya of what career guidance and counseling entails. This is evidenced by the fact that there is little written on it even by the Ministry of Education. Again a number of NGOs are emerging to fill in the vacuum left by the MoE by advertising on media holiday motivational activities that will change students' academic grades, study habits, attitudes and understanding of themselves for the better. Gaps in training of career guidance and counseling teachers have been made evident through reviewed

literature. The teachers are also overloaded and there are no rooms to conduct career guidance and counseling. There are no enforced policies governing career guidance and counseling and the career teacher has to use his/her ingenuity in the provision of career information to girls. Normally the career teacher has only one career guide book by the MoE to use as a resource text.

The Government of Kenya in its Vision 2030 aims at increasing the participation of women in all economic, social and political decision making processes by 2012 through increasing opportunities by improving access (for example to education and entrepreneur funds) and minimizing vulnerabilities (for example to early marriages and pregnancies). Yet the government has not taken career guidance and counselling in schools seriously by interpreting and enforcing policies. The study seeks to examine the gaps and challenges in provision of career guidance and counseling services with a view to suggesting possible solutions to the current situation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the methodology that was used in data collection and analysis. It discusses research design, location of the study, study population and justification, sampling procedure and sample size, instrumentation, validity and reliability of instruments, data collection procedures, data analysis techniques and ethical issues of the research study.

3.2 Research Design

Research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data and interpretation of observations. The important features of a research design are the advance planning of the techniques to be used in analyzing the data, keeping in view the objective of the research and the time and financial implications since most studies are done under these two constraints (Kothari, 2004; Babbie, 2005; Frankfort-Nachmias & Nachmias, 1996)

The research was conducted through survey method. Survey research employs questionnaires and interviews to ask people to provide information about themselves in demographics and other facts, their attitudes and beliefs, past or intended future behaviours. (Cozby, 2005) The study sought to examine the provision and access to information on careers by girls in secondary schools in Nyahururu; and ascertain the extent to which their needs are met by the existing information sources, with a view to improving its availability. The survey design was found appropriate for this study

because the study sought to measure such variables as career information services and activities, career information needs, information seeking habits, sources of career information, role of career guidance teachers and how these variables influence provision and access to career information and interpret and describe the situation of these issues. Newman (2003) states that surveys are appropriate for research questions about self-reported behaviours, attitudes, self-classification, knowledge, expectations and characteristics; and are strongest when the answers people give to questions measure variables and this is what this study asked the students, career teachers and government officers to answer using a questionnaire and interview schedules.

The study used both qualitative and quantitative research methods in order to validate results through more than one perspective and thus enhance the study positively (Piccianno, 2004). Research often demands that both kinds (qualitative and quantitative research methods) be used in the project as they complement each other. (Neuman, 2003; Babbie, 2007).

Qualitative approach was used to look into all the dimensions of career information provision and access and to holistically study the people in the context of career information provision and access in the past and the current situation and chart the way forward. Grounded Theory (G.T) which attempts to derive theories from analysis of the patterns, themes and common categories discovered in the data was used. (Babbie, 2007) Insight from G.T were used to create theories on empowerment of the secondary school girls through provision and access to career information for wise career decision making were built out of the data.

Quantitative approach was used to convert data items into numerical codes which represent attributes composing variables. The report was also be presented using tables, frequencies and percentages. Grounded theory, qualitative and quantitative approaches are discussed elsewhere in this chapter.

3.2.1 Survey Research Design

Surveys are chiefly used in studies that have individual people as units of analysis. Individual persons must serve as respondents or informants. Babbie (2007), states that survey research is the best method available to the social researcher who is interested in collecting original data describing a population too large to observe directly. Surveys are excellent vehicles of measuring attitudes and orientations in a large population. Careful probability sampling provides a group of respondents whose characteristics may be taken to reflect those of the larger population and carefully constructed standardized questionnaires provide data in the same form from all the respondents. Survey design was judged suitable for this study because the researcher was dealing with a large population of all secondary schools in Nyahururu Division and as Babbie (2007) points out, survey method has the advantage of collecting data for describing a population too large to observe directly. It was impossible for the researcher to collect data from all secondary school girls in Nyahururu Division but through careful probability sampling this was possible and a sample was selected from the population of secondary school girls in Nyahururu Division and every girl in the sample responded to the same questionnaire which was on career activities and services, sources of career information, career information needs of secondary school girls, among others.

One career teacher in every school and government officers who man guidance and counseling units in the headquarters responded to questions asked in exactly the same way.

Responses were coded from the data on interviews and questionnaires, and patterns emerged showing which responses were most common and these concepts could be generalized to the entire population of secondary school girls in Nyahururu Division.

3.2.2 Qualitative Research Method

Qualitative research emphasizes on people behaving in natural settings and describing their world in their own words (Cozby, 2005). They collect in-depth information on relatively few individuals or within very limited setting. Newman (2003) reports that qualitative researchers conduct detailed examinations of cases that arise in the natural flow of social life. The data collected is soft, in the form of impressions, words, sentences, photos, symbols etc. The researcher is a “human instrument” in data collection for he/she asks questions, observes, describes, interprets settings, and records what is observed. The reports in qualitative research are typically rich in detail and insights into the participant experiences of the world and interpretive in character. The meaning of the events setting are interpreted for the individuals who experience them by the researcher.

The above characteristics of qualitative research apply to this study in the following ways:

- a) The researcher visited the schools’ classrooms and staffrooms where the respondents were. She was able to observe and experience the natural settings

of her respondents which threw insight into the level of want that they were in and isolation from the rest of the world. For example, some schools are situated about 5 km. from the road and the only transport means is “boda boda.” For career information to be accessed by such students, a number of obstacles had to be surmounted the greatest being getting information resources such as government publications in such remote areas.

- b) The interaction with teachers in the staffroom also brought out the fact that in some schools, teachers were truly overworked; and they work even on weekends especially those coaching Form 4s for a good mean grade in KCSE.
- c) The researcher in many schools was requested to give career information to students either on the spot or make a promise to return to do so. This interaction with all the respondents significantly showed the level of career information thirst in schools. The interactions enriched the study for the researcher blended the responses of the individual career teachers with her perceptions on career information provision and access garnered from the informed conversations in the staffrooms and her career talk presentations.

Qualitative research method was also the most appropriate in gathering data that was descriptive and explanatory, for example, on information needs, information seeking habits and career teachers’ perception of his/her role in provision of career information.

3.2.3 Quantitative Research Method

Quantitative research approach is based on statistical analyses of data. Every observation is qualitative at the outset but converting it to a numerical form is

sometimes useful. Quantification often makes our observation explicit, focusing on specific behaviours that can be quantified. It also can make it easier to aggregate, compare, and summarize data. It opens up the possibility of statistical analyses, varying from simple averages, complex formulas, and mathematical models. Quantitative investigations generally include larger samples. (Babbie, 2007; Cozby, 2005).

The researcher used quantitative approach to analyze responses in the demographic details of respondents. She also used tables, frequencies, percentages, charts to represent summaries of responses. This was found to be most appropriate for the large number of responses in this study.

3.2.3.1 Selection of Research Methods used in the Study

Both quantitative and qualitative research methods were used in the study. Research comprises a specific understanding of the relation between issue and method (Becker, 1996). The research problem was studied using qualitative and quantitative approach in order to bring out the best results. Flick (2009), gives an overview of combining both qualitative and quantitative research. He reports that quantitative research and vice versa; both are combined to provide a more general picture of the study; structural features are analyzed with quantitative methods and processual aspect with qualitative approaches; the perspective of the researchers drives quantitative approaches, while qualitative researches emphasizes the viewpoints of the subjective. The problem of generality can be solved for qualitative research by adding quantitative findings, whereas qualitative findings may facilitate the interpretation of relationships between variables in quantitative data sets; the relationship between

micro and macro levels in a substantial area can be clarified by combining qualitative and quantitative research which can be appropriate in different stages of the research. Mixing qualitative and quantitative styles of research and data bring out their complementary styles.

The mixed research approach was adopted in this study because the researcher found that it worked best for this study as the explanation below clarifies.

The study incorporated mixed approach in the sampling procedures for it used purposive sampling for the career teachers, government officers, and Form 3 and 4 classes because they were judged by the researcher as most able to give the data that was most relevant to the study. Simple random sampling was used to choose the respondents in Form 3 and 4 classes in order to give every respondent an equal chance of inclusion so that the responses will be representative. Mixed approach was used in designing of instruments for the research. The researcher felt that the questionnaire to the students was the best instrument because students are used to writing answers to questions as a mode of learning. The questionnaire had open ended questions which respondents answered using their own words in expressing their perspectives. These words were categorized, and categories were compared leading to themes and theories. Questionnaire was corroborated by interviews to the career teachers in schools and the government officers whom the researcher felt would bring out well career issues through interviews to afford the researchers interaction with them.

These data collection instruments (questionnaires and interviews) were judged by the researcher as the most appropriate method for the issue under study and the answering

of the research questions. Both responses from the questionnaire and interviews have provided a more general picture of the issue under study by considering all the perspectives and aspects of the primary stakeholders in career information provision and access as proposed in the research questions.

In the questionnaire, the researcher picked up a trend of qualitative research by constructing open ended questions to elicit perceptions of students towards career information and their perspective of challenges to access information among others. Demographic responses on both questionnaire and interview schedules were analyzed quantitatively. Qualitative data was reported using frequencies, percentages, tables and charts and at times voice-in-text. Quantitative data facilitated the interpretation of relationships between variables. Grounded theory method insights were used in analyzing data which led to building of theories in provision and access to career information. This was in essence a mixed methods grounded theory.

Qualitative and quantitative methods were used by the researcher to enhance her research by providing stronger evidence for a conclusion of finding through convergence and corroboration of findings of the questionnaire responses and interviews. It was also best to collect data from the career teachers and government officers through an interview because career guidance is not very well established in Kenya's education system and therefore exploration of various aspects of career information was best done through interviews.

The quantitative sampling approach adopted in this study increases the generalizability of qualitative results.

The strengths of both approaches added useful and complementary information to the study for the different aspects of career information provision and access were looked at different from perspectives.

3.3 The Grounded Theory Method

The study borrowed from Grounded Theory which Babbie (2007) defines as an attempt to derive theories from an analysis of the patterns, themes and common categories discovered in observational data. Theory is generated systematically from data; and theory and data interact all the time (Neuman, 2003). Theory is inductively derived. The central process in grounded research is coding the data (Flick, 2009).

Coding represents the operations by which data are broken down, conceptualized, and put back together. It includes the constant comparison of phenomena, cases, concepts and the formulation of questions that are addressed to the text. Codes are attached to empirical data. Categorizing in this procedure refers to the summary of such concepts into grouped concepts and to the collaboration of the relations between concepts and superior concepts. The development of theory involves the formulation of networks of categories and the relations between them. Relations may be elaborated between superior and inferior categories but also between concepts of the same level (Strass & Corbin, 1990).

Grounded theory method facilitated in this study, the inclusion and comparison of various concepts such as career information needs, career information seeking habits, sources of career information, role of career teachers and challenges in career

information provision and access because coding process involves constant comparison of every aspect of case, concept and phenomenon. This eventually leads to the generation of theory.

3.4 Study Population

The study population comprised secondary school girls in Nyahururu Division, Laikipia West District. The researcher got a list of all private and public secondary schools in Nyahururu Division from District Education Office. The Division has twelve private schools and six public schools. All the girls in these schools formed the study population. However, in two private schools, the researcher was not granted permission to conduct research by the principals while another one school has no students but only acts as a KCSE Centre.

In addition, one teacher in every school who in one way or the other was involved in career guidance and counseling were interviewed. However, in one private school, the career teacher refused to be interviewed. Three government officers in the headquarters who are involved in career guidance and counseling in schools were interviewed. These were key informants who were selected because they contributed in one way or the other to the provision and access to career information and they were able to facilitate the expansion of understanding of career information provision and access.

3.5 Population Sampling

The entire population may not be easy to study. A researcher therefore has to draw a sample from the population. A sample is a subset of the population having similar

features to the population and representative of the population. Observations made and conclusions of the sample are representative of the entire population.

A sample is considered to be representative if the analysis made using the researcher's sampling unit produce results similar to those that would be obtained had the researcher analyzed the entire population (Frankfort – Nachmias and Nachmias, 1996; Cresswell, 2003)

For small populations (under 1,000) a researcher needs a large sampling ratio (about 30 percent). For moderately large populations (10,000), a smaller sampling ratio (about 10 percent) is needed to be equally accurate. Smaller samples are sufficient when less accuracy is acceptable, when only a few variables are examined at a time (Neuman, 2003).

The population of secondary school girls in the schools where the research was done was 2,450. The Form 3 and 4 were purposively sampled for this study because these are the students that were more focused on careers they would like to take after school since their time of choosing careers was near. Secondly, these two classes were likely to be the focus of career information provision because they were very close to choosing careers. In Kenyan secondary schools, students are always reminded to get serious by parents and teachers when they get to Form 3. Form 3 and 4 students therefore could address career issues in a broader perspective than the other classes and this led to the objectives of the study being addressed.

3.5.1 Sampling Techniques

The need in this study to get information from secondary school girls in Nyahururu Division, led the researcher to use purposive and simple random sampling techniques. As stated earlier Forms 3 and 4 were purposively selected as the two classes that could give the needed responses on career information provision and access because they are more focused on choosing their career. Thirty percent of girls in every Form 3 and 4 class in all the schools in Nyahururu Division were randomly picked for the study. The class registers were used as the sampling frame. The ineligibles were cancelled from the class registers as some schools were mixed girls and boys. The class register numbers were placed in a container, mixed thoroughly and picking was done. This procedure was repeated until the required sample of 30% of the number of girls in that class register had been picked. This was repeated for every Form 3 and 4 class in every school.

Additional information used in the study was obtained from scheduled interviews with one career teacher in every school. The career teachers were deemed to have necessary information on careers because they are the key to guiding students on career choices and were therefore purposively selected.

Government officers who are in charge of guidance and counseling units in the headquarters were purposively chosen especially because they would give information on career guidance policies and communication on careers from the headquarters to the schools. The data from the career teachers and the key informants was used to corroborate and verify the students' responses.

3.6 Data Collection Methods

The data collection instruments were a questionnaire for the students, interview schedule for career teachers and guided interviews for education officers in the national, provincial and district headquarters that are in charge of guidance and counseling units. Additional data collection method was review of documents related to career guidance and counseling. It was necessary to use a variety of data collection instruments in order to get the viewpoints of some of the major stakeholders in career information provision and access. The instruments also enabled the researcher to get a multi-dimensional view of all aspects of career information provision.

3.6.1 Questionnaire

The main data collection method in this study was the questionnaire. Frankfurt-Nachmias and Nachmias (1996) state that questionnaire is the main instrument in survey research. Researchers use questionnaires so that they can obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioral intentions of the research participants in a large population. Questionnaires provide data in the same form from all respondents. The content and organization of a questionnaire will correspond to researcher's research objectives. (Johnson and Christenser, 2008; Babbie, 2007).

This study is a survey; and therefore questionnaire was found to be appropriate because a questionnaire would explore the perceptions, attitudes, feelings and behaviour of the students toward career information provision and access in all its aspects. The data collected would be in the same form from all the students. This would afford comparison of data by student, which made it easier to categorize the

data. Published researchers exploring the various issues on careers in Kenya and elsewhere used questionnaires in their survey research. This researcher borrowed from their methodology in her study which is also on career issues. Examples of such researchers are: Osoro, Amundson and Borgen (2000) whose study aimed at identifying important factors that influence career decision-making of high school students in Kenya. They surveyed six high schools in Nairobi and Nyanza provinces of Kenya. The researchers designed two questionnaires; one for the students and the other for the career teachers.

Salami (2008) in his study on gender, identity status and career maturity of adolescents in South West Nigeria used survey research design to investigate:

- a) The relationship between identity status and career maturity of Nigerian secondary school students.
- b) The potentially moderating role of gender with regard to the relationship between identity status and career maturity.

Questionnaires were used to collect data from 581 final year students randomly selected from 18 randomly selected secondary schools from South West Nigeria.

Bello, Danjum and Adamu (2007) in their study on A Survey of Vocational Training Needs of 15 – 25 Years Old Out-of-School Youths in Bauch Metropolis, administered a 16 item questionnaire developed by the researchers to 128 youths.

Mapfumo, Chireshe and Peresuh (2002) also used survey design and administered an open ended questionnaire to 120 students in the study on career perceptions and

visions of boys and girls in secondary schools in Zimbabwe: some implications for teachers and parents.

Lapan, Gysbers, Norman and Petroski (2001) in their survey research on *Helping Seventh Graders be Safe and Successful: a Statewide Study of the Impact of Comprehensive Guidance and Counseling Programs* administered a questionnaire to students assessing critical aspects of their school experiences.

The questionnaire in this study carried both close-ended and open-ended questions (see appendix 5). The questionnaire was chosen because it is a convenient and practical method to collect data from a sample of sixteen schools. Since the questionnaire was anonymous, the students were candid in their responses. Students are familiar with answering questions as a way of learning exercise in all the subjects and as a mode examination, so they were comfortable with the questionnaire. Whenever the students had a problem, they asked the researcher for she administered the questionnaire herself.

The questionnaire has section A and B. Section A gave students personal information on school, class and age.

Section B has both close and open ended questions. The close ended questions required a student to select an option(s) from alternative(s) given. The open ended questions gave students freedom to respond to the questions as they thought best. It was hoped that this would give greater depth of expression of the students' thoughts, ideas and suggestions and that it would give greater depth of understanding on issues

on career guidance in secondary schools. The questionnaire in section B is divided into sections under the subheadings which are informed by the study's objectives: career choice of girls in secondary schools, career information needs, information seeking habits of girls in secondary schools, information resources for girls in secondary schools, career teachers in secondary schools and subject teachers guidance.

3.6.2 Interviews

Personal or face-to-face interviews using a schedule were used to collect data. An interview is an inter-subjective enterprise of two persons talking about some common themes (Kvale, 1996). The interviewer and respondent often establish a rapport that helps motivate the person to answer all the questions and complete the survey (Cozby, 2005). In this study, scheduled interviews were used for government officers in charge of guidance and counselling units in the headquarters and one career teacher in every school. They were judged to have vital information in career guidance and counselling by virtue of the positions they held. The number of questions and the wording of the questions were identical for all the respondents. Scheduled interviews were used in order to reduce risk that would have come with change of wording of the questions for every respondent. It was also possible to use a schedule because all the interviewees had a common vocabulary so that it was possible to formulate questions which have the same meaning for each of them. All the interviewees had common theme namely career information for they were career teachers and government officers in charge of guidance and counseling unit. The interview schedules were judged appropriate for interviewee's time was carefully and appropriately used. The

interviewer also could concentrate on establishing a rapport that helped the interviewee to answer the questions rather than think of the next question.

Kithyo (1999) used scheduled interview in his study on students' career choices in two technical training institutions in Kenya. He used an interview schedule for 39 students and another one for heads of departments who are part of the team that admits students for various programmes in the two technical institutions. Kithyo (1999) used interview schedules successfully in this study on career choices and in this study, the researcher borrowed insights from Kithyo's (1999) study and used two interview schedules for the career teachers and government officers.

Qualitative research interview aims at obtaining descriptions of the world of interviewees with respect to interpretations of the meaning of the described phenomena. The interview schedule (see appendix 6) collected data from guidance and counseling teachers. The researcher used pre-determined questions which are both open and close ended. She then took notes and tape recorded the data in order to improve accuracy and quality of data/ evidence.

The interview schedule had two sections. Section A covered personal data while section B covered career information provision. The interview schedule standardized the interview situations so that the researcher asked the same questions in the same manner. The interview method was chosen by the researcher because it gave the researcher an opportunity to interact with career teachers and perceive their feelings and attitudes towards career information provision. By using a schedule, the researcher gave careful consideration to the wording of the questions before the

interview. The researcher was able to ask the same question to each respondent thus minimizing interviewer effects, ensuring that reliability is enhanced and that measurement error does not occur. The interview was systematic and the necessity of interview judgment during the interview was reduced. In addition, the interviewee time was carefully used.

The interview with the guidance and counseling teachers helped clarify, verify and confirm the stated facts by the students in the questionnaire responses. It also corroborated the propositions put forward in the literature review and guided interview (see appendix 7) by the guidance and counseling officers at the headquarters.

3.7 Data Collection Instruments

3.7.1 Questionnaire

The study used a questionnaire (see appendix 5) which was administered to the students to respond to. The questionnaire was used for the students because it was the best method to elicit responses from a large number of students especially because the researcher was given a specific time to do the research. The students are also familiar with writing down answers to questions as a mode of learning. The questionnaire responses were anonymous which encouraged the students to be candid.

The questionnaire had both open ended and close ended questions. The open ended questions enabled the exploration of students' perceptions, feelings and attitudes towards issues on career information provision and access. The close ended questions

ensured maximum comparability of responses to confirm specific issues on some variables in career provision and access.

The questionnaire had Section A and B. Section A is on students demographic information: school, age, class. Section B is divided into sections under sub-headings which are informed by the study objectives namely: career information, teachers role in providing career information, challenges in accessing career information, among others.

3.7.2 Interview Schedules

Interview schedules were used in this study (see appendix 6 and 7). An interview schedule is a list of questions an interviewer intends to ask during an interview. The interview schedules were two; one schedule was used to interview career teachers and the other was used to interview government officers at the headquarters.

The interview schedules were chosen because they allowed the interviewee to give views on all aspects of career information provision and access. The researcher used the responses to the interview schedule for career teachers to clarify, verify and confirm stated facts by the students in the questionnaire responses. It also corroborated the propositions put forward in the literature review and guided interview by the government officer in charge of guidance and counseling at the headquarters.

3.7.3 Use of Tape Recorder

The researcher used note book and tape recorder to record data. The tape recorder helped in recording the respondents' answers exactly as expressed. The written notes may miss out some data but the tape fills in the gaps and complemented what was written down.

3.8 Pilot Study and Pre-Testing of the Instruments

The researcher piloted the questionnaire to the students and the interview schedule to the career teachers. An interviewer's self-confidence is acquired through practice; conducting pilot interviews before the actual project interviews will increase his or her ability to create safe and stimulating interactions (Kvale, 1996). Interviews depend on the interviewers craft to clarify and extend the meanings of the interviewee's statements; provide interpretations of what is said, which may then be disconfirmed or confirmed by the interviewee. For the interviewer to be able to create comfortable and stimulating interview environment, he or she needs to have confidence built in the ability to use the interview schedule, take notes and tape record. For this purpose, pilot study on five guidance and counseling teachers using the procedures that were used in the actual study was done.

The researcher piloted the interview schedule because she needed to test the suitability of the interview schedule with particular reference to its adequacy to collect the data needed in terms of meaning, repetition e.t.c. In one question where ambiguity was detected, the question was rephrased and clarity achieved. She also needed to know how long an interview with a career teacher would roughly take in order to be able to budget on time for the appointments with interviewers in the actual

study. Again it helped her in confidence building and familiarizing herself with conducting an interview. This enabled her to be more sure footed when it came to the actual study.

A pilot study was done on students in three public schools and five private schools on the questionnaire using the same procedure as was used in the actual study in Nyahururu Division schools. Five students from every school were requested to fill in the questionnaire. No matter how carefully researchers design a data collection instrument such as a questionnaire, there is always the possibility – indeed the certainty – of error. They will always make some mistake: an ambiguous question, one that people cannot answer, or some violation of rules (Babbie, 2007).

Ambiguity, lack of clarity or some other error that was detected in the pilot study was corrected.

The researcher on piloting the questionnaire found it necessary to rephrase a question in Section B in order to bring out the meaning more clearly. This made the questionnaire more effective. Piloting also enabled the researcher to gauge the time needed for most students to fill in the questionnaire so that she could realistically fix appointments to schools in the actual study and thus use time well for all respondents to the questionnaire in the study.

The results of the pilot study on the interview and questionnaire were used to fine tune the various aspects of research study before embarking on the actual field work.

3.9 Data Validity and Reliability

Validity

Validity tests how well an instrument that is developed measures the particular concept it is supposed to measure (Sekaran, 1992). In this study, the questionnaire and interview schedule sought to measure whether secondary school girls are provided with information; how adequate, important and useful this information is. The questionnaire and interview schedule have response items under thematic subheadings which are based on the objectives of the study. For example, under “Perception of career information” the questionnaire has six items while the interview schedule has six items. The reason for structuring the questionnaire under subheadings is to ensure that every aspect of the provision of career information to secondary school girls was adequately covered, and in this way content validity is enhanced.

Face validity indicates that the items that are supposed to measure a concept, do on the face of it, look like they are measuring the concepts (Sekaran, 1992). To ensure that the questionnaire and interview schedule are valid, three career teachers who are informed and experts in the area under study were given the instruments to critically evaluate them. Their evaluation results were considered and incorporated into the questionnaire and interview schedule thus making them valid. The pilot study which was done on students and career teachers also attested to the validity of the interview schedule and questionnaire.

Construct validity testifies to how well the results obtained from the use of the measure fits the theories around which the test is designed. This was assessed through convergent validity which is established when the scores obtained by two different

instruments measuring the same concept are highly correlated. Correlation between the questionnaire and interview schedule was proved when the pilot study data was analyzed. This enabled the researcher to gauge the validity of her instruments; which she found to be valid.

In this study, validity error may be caused by ambiguity. There are many variables that affect career decision making for girls in secondary schools. Some of them may not have been identified in the study. This may have caused a threat to validity in the study conclusions, in that the variables that were analyzed as pertinent to influencing decision making might not really be the ones. Dealing with this kind of ambiguity is difficult.

The research instruments may be a threat to validity by not clearly eliciting the responses that were intended. To ameliorate this threat, the researcher gave, as mentioned above, the data collection instruments to career teachers to evaluate it. Secondly the pilot test helped reveal threats to validity. Thirdly, the researcher relied on her academic supervisors, students and staff in the School of Information Science to point out such items which would not elicit the intended response and their suggestions were incorporated.

Reliability

The reliability of a measure indicates the stability and consistency with which the instrument is measuring the concept and helps to assess the “goodness” of a measure. The stability of measures is the ability of a measure to maintain stability over time, despite uncontrollable testing conditions and the state of the respondents themselves.

This attests to the goodness of the measure in as much as it stably measures the concepts no matter when they are measured and yields constant results (Sapsford, 2007).

The internal consistency of measures is indicative of the homogeneity of the items in the measure that tap the construct. In other words, the items should “hang together as a set” and be capable of independently measuring the same concept such that the respondents attach the same overall meaning to each of the items (Sekaran, 1992).

Maintaining stability in an interview was challenging. This is because as different interviews were conducted; there was eliciting of answers in potentially different ways; more so because of probability of inconsistency in the way the questions were rephrased from one career teacher and officer to the next. This raised concerns on syntax, diction and questioning technique, among others.

The career teacher, government officers and the students were likely to answer the interview and questionnaire respectively in a biased manner since they are interested parties in career information provision and access. Dealing with this kind of bias was difficult. However, the researcher clearly explained to the career teacher, government officers and students the aim of the interview and questionnaire respectively and gave each respondent a letter with assurance that the information given would be treated with utmost confidentiality. Secondly, each question was designed carefully with the aid of expert advice from supervisors, staff and students in the School of Information Sciences and career guidance teachers in schools to ensure that it elicited the responses that were intended. The pilot test also enabled the researcher to gain

confidence which enhanced her asking the interview questions more consistently and it also ascertained the smooth flow of the questions. The questionnaire responses in the pilot test were analyzed and any ambiguities detected from the analysis were removed.

3.10 Data Collection Procedures

Permission to carry out research was obtained from the Ministry of Education – National Council of Science and Technology - Utalii House. The researcher conducted a familiarization visit to introduce herself and establish rapport with the principal; and guidance and counseling teachers. During this visit, the researcher booked appointments for administration of questionnaire to Form 3 and 4. She also booked an appointment to interview guidance and counseling teachers.

The researcher administered the questionnaire herself. The respondents were given at least one hour on a time agreed with the school administration to answer the questionnaire. After this the researcher collected the completed questionnaires.

The researcher booked an appointment with career guidance teachers and government officers for the time she could interview them at their convenience. The interview was done using the interview schedule for the career guidance teachers and the government officers. Supplementary questions to clarify or further probe a point were asked when and if need arose. Any additional information that came out from the interview was recorded for the researcher was sensitive, alert and observant.

The researcher wrote down the responses by the interviewees and tape recorded them. This ensured that information communicated through body language was noted and written down.

3.11 Data Presentation, Analysis and Interpretation

The analysis of data was both quantitatively and qualitatively analyzed in order to yield answers to the research questions.

3.11.1 Qualitative and Quantitative research approaches to Data Analysis

In qualitative research approach, the researcher examines the data, segments it into meaningful analytical units, codes the data into meaningful descriptive words or category names and classifies the categories into themes which answer the research questions. (Johnson and Christensen, 2007)

In quantitative research approach, a researcher places code categories after collecting data using a pre-established coding scheme or he/she can generate codes using the data. The choice of coding schemes should match the study's research purposes and reflect the logic that emerges from the data. (Babbie, 2007) The codes are converted to numerical forms and are made machine readable in readiness for statistical analysis. The statistics facilitates describing, explaining, summarizing, comparing or making sense of a particular set of data through frequencies, percentages, charts and graphs, among others.

Both research approaches examine empirical data to pass a judgment or reach a conclusion that is based on evidence. In data analysis, both quantitative and

qualitative researchers examine explanations, discussions, descriptions and evaluate and pass judgment as to what is true and authentic.

In quantitative data analysis, data is condensed in numbers which then are manipulated to show patterns and relationships of empirical facts. Qualitative researchers, on the other hand, look for patterns and relationships even as they are collecting data. The analysis is close to raw data, which is in the words of the respondents and is context based. However, qualitative data can be quantitized by converting it into numerical codes and then using statistical analysis techniques with the data. This typically involves some form of counting or numerical representation. For example, words or themes are converted to numbers. The researcher might also determine the percentage of participants that contribute to a theme seen in the data; the idea is to give some evidence of amount or how often qualitative statements or results occur. Conversely, quantitative data can be qualitized by converting quantitative data into narrative representations that can be analyzed qualitatively. From numeric data, narrative descriptions of what you are studying is created.

3.11.2 Coding in Qualitative and Quantitative data

In both qualitative and quantitative data, a researcher organizes raw data into codes, which is marking a segment of data with symbols, descriptive words or category of names. However, coding data for qualitative analysis is different from coding data for quantitative analysis.

In quantitative analysis, it is important to identify a standardized unit analysis prior coding. Standardization is a key principle to quantitative analysis but this is not the

case in qualitative analysis. Although codes may be derived from theory being explored, researchers often use open coding, in which codes are suggested by the researchers' examination and questioning of the data. The result of open coding is the identification of numerous concepts relevant to the subject under study.

Axial coding involves regrouping of data in which the researcher uses open code categories and looks for more analytical concepts. Selective coding seeks to identify the central code in the study; the one that the other codes are all related to as discussed. Although coding is mainly thought of as qualitative, yet it applies to the coding of open ended questionnaire responses for the purpose of quantification and statistical analysis. (Babbie, 2007)

Grounded Theory Method

In grounded theory method, patterns of relationships can be got from an extensive, in depth examination of a large body of data.

3.11.3 Qualitative and Quantitative Data Analysis as used in the study

Both qualitative and quantitative data analysis were used in the study.

3.11.4 Quantitative Data Analysis approach

Data from the questionnaire was analyzed using quantitative approach. Data was scanned through in order for the researcher to familiarize herself with it. The questionnaire responses had closed responses and open responses that were descriptions and explanations of various aspects of career information access and

provision. Data was then studied in order to get codes and categories. The following steps were followed:

Open Coding

An examination of the questionnaire responses yielded categories namely demographic characteristics of girls; career choices of girls; career information needs; career information resources and activities; challenges of access to career information. During this process, some data was found to fall into two categories and the researcher had to resolve that by rethinking the categories again.

Axial Coding

The researcher explored the relationships between the categories of data, and regrouped them following more analyses of concepts.

Selective Coding

As a result of axial coding, the researcher passed through the data to ensure that all the data that was relevant to the study as in one category or another.

Code Book Construction

A code book is a document used in data processing and analysis that tells the location of different data items in a data file. The code book identifies the locations of data items and the meaning of codes used to represent different attributes of variables. (Babbie, 2007)

The code book created enabled the data entry in preparation for quantitative analysis. Data was input to analyze frequencies and percentages attributes for each case under study in terms of the variable in question.

3.11.5 Qualitative Data Analysis Approach Using Insights from Grounded Theory Method

Data from the interview schedules was analyzed using qualitative data analysis approach and insights borrowed from Grounded Theory Method.

Data was organized by transcribing the interview responses, sorting it and familiarizing with the data. The data was then coded through the following steps:

Open Coding

The researcher examined the transcriptions of the interviews case by case to obtain emerging categories through comparisons of what various respondents stated.

Axial Coding

These categories that emerged in open coding were further examined in terms of relationships to each other and categories and sub-categories emerged.

Selective Coding

The categories and sub-categories were again looked through in order to select the themes that emerged by comparisons and examining the data in depth. Both qualitative and quantitative data were analysed and the information was integrated in

the interpretation of the overall results in order to provide a comprehensive analysis of the research problem.

3.12 Ethical Considerations of the Study

The data collection instruments had a letter of introduction attached and assurance on confidentiality of the information they gave. The researcher visited the schools to establish rapport with the principal and career guidance teacher. On this visit, suggestions of possible dates of administration of questionnaire and interview were discussed and agreed on. The researcher visited the headquarters' offices to deliver the letter requesting for an interview and made an appointment for the interview. She followed it up by phone to confirm the dates of the interview. The researcher took precaution not to plagiarize other researchers' works by acknowledging the authors/editors whenever she quoted or referred to their work.

The researcher was also careful when collecting and analyzing data in order to maintain data integrity. This, she did by establishing co-operation and trust of the informants so that they answered questions honestly. She was also careful not to impose her beliefs and attitudes on career information provision and access to bias the collection of data and analysis.

3.13 Conclusion

In this study quantitative and qualitative research approaches were employed. A questionnaire was administered to students who were sampled randomly from Form 3 and 4 classes. These two classes were purposively selected because they were judged to have more knowledge on careers than other classes. An interview schedule to one

career guidance teacher per school was used while another schedule was used for government officers at the headquarters. Data on demographic information and closed questions in the questionnaire was quantitatively analyzed. Data from open ended questions was studied to get codes and categories through open, axial and selective coding. Qualitative data was organized by transcribing the interview responses, sorting it and familiarizing with the data and then coding it through open, axial and selective coding.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents and analyses data collected from:

- Students responses to a questionnaire (see Appendix 5)
- Career guidance teachers responses to an interview schedule (see appendix 6)
- Government officers response to an interview schedule (see appendix 7)

The responses from students, career teachers and government officers in charge of guidance and counseling were analyzed and reported side by side in order to bring out clearly the findings on career information provision and access. Section A of Appendix 5, 6, and 7 yielded demographic information on the respondents. This information is closely related to provision and access to information on career to girls in secondary schools and is therefore discussed in 4.2.

Information the respondents gave in Section B of the appendices 5, 6 and 7 is discussed under 4.3 to 4.9. This information addresses the following objectives of the study:

1. To identify career information needs of girls in secondary school.
2. To establish whether girls in secondary school have access to career information
3. To identify the sources of career information used by girls in secondary schools.
4. To evaluate the sources of career information used by secondary school girls.
5. To establish the teachers role in providing career information to secondary school girls.

6. To identify the challenges faced by girls in secondary schools in accessing career information.
7. To propose solutions to challenges identified in the study.

4.2 Demographic Characteristics of Respondents

The focus on the demographic characteristics of the sample is to provide a basis for a clear understanding of the respondents included in the study and analysis of other results that shall follow based on the research objectives. It will also enable the researcher to compare the study with other studies done on respondents with the same demographic characteristics. The demographic information on the respondents for the students include, class, age and the five most popular courses.

The career teachers' demographic information include the teachers academic qualifications and number of years of teaching experience.

Government officers in charge of guidance and counseling stated what level they are and years of experience in the present designation.

4.2.1 Students Demographic Characteristic

Of the 365 sampled students, 49% were in Form 3 while 51% were in Form 4. The age of 360 (99%) students was between 16 to 20 years. The students' age attest to the students' need of guidance and counseling in order for them to make informed decision on careers, since for some the KCSE terminates their formal schooling while for others they must choose courses in universities and middle level colleges that will hopefully lead them to their careers.

4.2.2 Students Aspirations

A majority of students (87%) aspired to join University after Form 4. Twelve percent aspired to join middle level colleges e.g polytechnic while 8% aspired to join the armed forces or business. Table 1 below presents this information.

Table 1: Respondents Aspirations after Form 4 (n=365)

Institution	Frequency	Percentage (%)
University	318	87
Middle level college	44	12
Any other	3	1
Total	365	100

Students were asked why they wanted to pursue further education. Their responses are reflected on Table 2 below.

Table 2: Reasons for Pursuing further Education (n=365)

Reason	Frequency	Percentage (%)
To be successful in life	177	49
To achieve my goal	105	29
To help the society	52	14
To be financially independent	26	7
To push for the rights and freedom of people	4	1
To be able to tackle some of the emerging global issues	1	1
Total	365	100

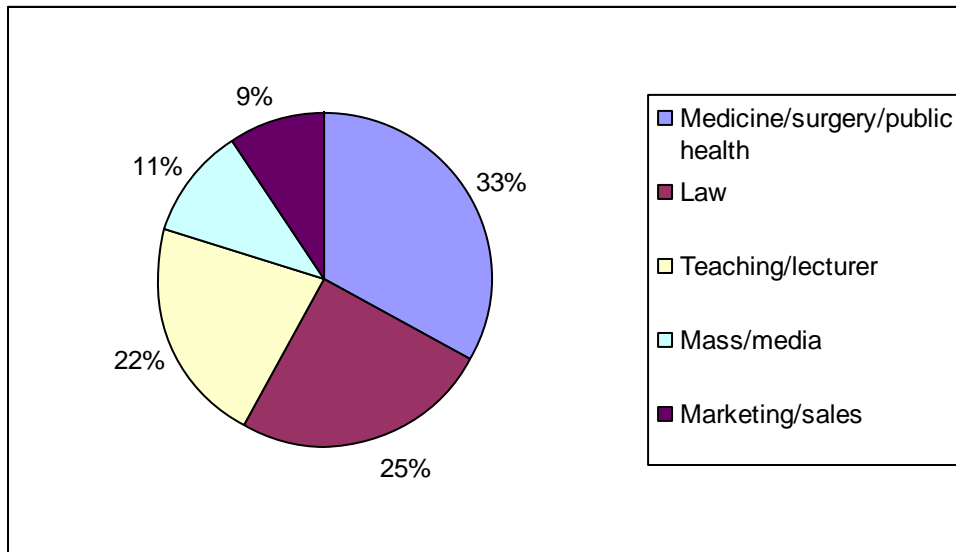
Forty nine percent stated that they pursued further education in order to be successful in life. Twenty nine percent stated that they wanted to achieve their goals through further education. Fourteen percent said they wanted to help the society while 7% stated that they wanted to be financially independent. One percent stated that they wanted to push for the rights and freedom of people while another 1% stated that they want to tackle some of the emerging global issues.

4.2.3 Five Popular Courses with Students

Asked to list three courses that they would like to do at the University, they listed medicine/surgery and public health as the most popular with 33%. Law was second in popularity at 25%, mass media came third with 21%, teaching had 11% and marketing/sales had 9%.

Figure 3 below highlights the five most popular courses.

Figure 3: Five Popular Courses with Students



4.3 Teachers' Demographic Characteristics

Fourteen teachers, who in one way or the other did career guidance and counseling, were interviewed. Table 3 shows their designations.

Table 3: Designation of Career Teachers (n=14)

Designation of career teachers	Frequency	Percentage (%)
Career teacher	9	64
Principal	3	21
Guidance and counseling teacher	1	7
Manager	1	7
Total	14	100

Table 3 shows that 64% of teachers were career teachers, 21%, were principals in the schools who also doubled up to give career guidance to students, 7% was guidance and counseling teacher and 7% was a manager of the school who doubled up to give guidance and counseling.

4.3.1 Teachers' Teaching Experience

The teaching experience of the respondents ranged from 0 – 12 years.

Table 4 below shows this.

Table 4: Teaching Experience of Respondents (n=14)

Teaching experience	Frequency	Percentage (%)
0 – 2 years	2	14
3 – 5 years	1	7
6 – 8 years	2	14
9 – 11 years	3	21
Above 12 years	6	43
Total	14	100

4.4 Government Officers' Demographic Characteristics

The guidance and counseling officer at the national headquarters (Nairobi) had an experience of six years at that station. The provincial (Nakuru) and district (Laikipia) officers had experience of two years each in their stations. However, their total experience in career guidance, were considered during the interview. The Laikipia

District officer had previously been a career guidance teacher in his previous station and was therefore able to give insights in career guidance and counseling.

4.5 Career Information Needs of Girls in Secondary Schools in Nyahururu Division

The first research objective sought to identify career information needs of girls in secondary schools in Nyahururu Division. To do this, girls were asked to respond to a question asking them whether the career information made available to them was adequate to assist them in choosing a good course or career. Fifty two per cent stated it was, while 48% stated that it was not.

Forty eight percent of the students who reported that they did not have adequate information to make informed choices on good courses or careers were asked to tick from eight choices the information they felt they needed. They were instructed that they could tick more than one. The responses to this question are tabulated in Table 5 below.

Table 5: Career Information Need (n=175)

Career information need	Frequency	Percentage (%)
Subject requirements of the various courses	58	33
The grades to be scored to join the course	35	20
Universities and campuses offering the courses of their choice	34	19
Financial assistance for the courses	33	19
Job opportunities on completion of the courses	23	13
Duration of study	23	13
Personal characteristics relevant to the career	0	0
An overview of what the career is about	0	0

*** Multiple responses**

Thirty three percent of the girls needed information on various subject requirements. Another 20% of the girls wanted to know the grades to be scored to join a course. Nineteen percent wanted to know about universities and campuses offering the courses of their choice. Another 19% wanted information on financial assistance for the courses. Thirteen percent wanted to know job opportunities on completion of the courses. Another 13% needed to know the duration of study of the courses.

This is the kind of information the students felt they needed. The students were further asked to tick from six choices how best they would like the information they

needed to make a good career/course choice delivered to them. Their preferred methods of delivery of career information, is in Table 6 below.

Table 6: Preferred Methods of Delivery of Career Information (n=175)

Preferred methods of delivery	Frequency	Percentage (%)
Inviting people in the profession to speak to us	80	46
By career teacher	69	39
Educational tours to various organisations	57	33
Through subject teachers relating what they teach to the careers	23	13
Through books, magazines and brochures	11	6

***Multiple responses**

Forty six percent of students preferred career information delivered to them through people invited to speak to them on various professions (professional/motivational). Thirty nine percent of students preferred the career information to be delivered to them through the career teacher. Educational tours to various organizations, was the preferred choice of career information delivery by 33%. Thirteen wanted career information delivered to them through subject teachers relating what they teach to careers. Six percent felt that career information should be delivered to them through books, magazines and brochures.

Students were asked whether they considered career information important to them. Ninety nine percent said they did. When asked to explain why they thought so, they gave varying reasons. Table 7 lists the reasons.

Table 7: Explanations on Why Students Consider Career Information Important (n=359)

Reasons	Frequency	Percentage (%)
I'll make informed decision	133	37
Makes me focused and to work hard	67	18
It gives me the requirements of my career, subject clusters, personal characteristics and this enables me to prepare	57	16
It makes me confident and determined that I will make it	43	12
I get deeper understanding of the career and more interested in it	28	8
It enables me to weigh my abilities against the career choices	17	5
More information on chosen career is required for better equipping	14	4
Total	359	100

A total of 37% of the students felt career information enabled them to make informed decisions while 18% said it made them focused towards hard work. Sixteen percent of the students felt that career information gave them the requirements of their career,

subject clusters, personal characteristics and this enabled them to make preparations while 12% stated that it built their confidence and determination that they will make it. Eight percent stated that it gave them a deeper understanding of the career and more interest in it while 5% stated it helped them to weigh their abilities against the career choice. Four percent stated the more career information one gets, the better equipped she is for the career.

Asked whether career information will help them in deciding the career of their choice, 99% stated that it would. When further asked to explain how it would help them, they gave the explanations that are in Table 8.

Table 8: Explanations on How Career Information Will Help Students (n=360)

Explanation	Frequency	Percentage (%)
I am able to make informed decisions	198	54
It will help me to work hard to acquire the grades and aggregate needed for the career and personal characteristics	61	17
I am able to know the subject requirements of my career	46	13
I am able to understand my abilities towards a career	25	7
It will help me achieve my goals	19	6
It helps me know about the career I am about to join	11	3
Total	360	100

Fifty four percent felt that career information enabled them to make informed decisions and 17% stated that it helped them to work hard to acquire the grades and aggregate needed for the career. They would also work hard on personal characteristics to reach the standards needed for their chosen career. Thirteen percent felt that they were able to understand the subject requirements of their career while 7% felt that they understood their abilities towards their career. Career information was said to be a bridge to achievement of goals by 6%. Three percent felt that the information enabled them to know more about their career.

Students' responses on Table 7 and 8 have similarities because the questions sought the benefits of career information by asking why career information is important and how career information will be helpful. The almost similar responses help emphasize the perception of students towards career information and its importance in their choosing careers and achievement of the life goals.

Career teachers were asked whether they considered provision of career information to students important. All teachers said that they did. Their responses were in three categories presented in Table 9 below.

Table 9: Reasons Career Teachers Gave on why Provision of Career Information is Important (n=14)

Reasons	Frequency	Percentage (%)
Helps students to make informed decisions	7	50
Motivates students to work hard	6	43
Gives the students a glimpse of what that career involves	1	7
Total	14	100

Majority of teachers (50%) felt career information helps students to make informed decisions, 43% felt that it motivates students to work hard while 7% stated that it gives the students a glimpse of what the career involves.

When career teachers were asked whether from their experience career information influences the choice of career, they all responded that it does. They were further asked to explain how it influenced career choice. Table 10 gives the explanations.

Table 10: Explanations on How Career Information Influences Career Choice (n=14)

Explanation	Frequency	Percentage (%)
Students are able to make informed decision	7	50
Students weigh their abilities against a career	5	36
Students are motivated to work hard	1	7
Total	14	100

Fifty percent of the career teachers stated that career information enabled students to make informed decision, 36% stated that career information enabled students to weigh their abilities against a career while 7% stated that career information motivated students to work hard.

The officers at the national, provincial and district headquarters felt career information is very important to students and therefore there ought to be changes in the education system to incorporate provision of career information.

4.6 Access to Career Information by Girls in Secondary Schools in Nyahururu Division

The second objective of the study sought to establish whether girls in Nyahururu Division have access to career information. The girls were asked whether they seek

information on careers. Ninety four percent answered that they do. They were further asked what information resources they sought information from. Table 11 analyses their responses.

Table 11: Information Sought from Various Sources by Secondary Schools Girls in Nyahururu Division (n=343)

Information sources	Frequency	Percentage (%)
(i) Career teachers	193	56
(ii) Newspapers, magazines, brochures	192	56
(iii) Professionals in that field	115	34
(iv) Parents and relatives	115	34
(v) Friends	105	31
(vi) Other teachers	68	20
(vii) Television, radio	68	20
(viii) School library	23	7
(ix) The principal	12	3

*** Multiple responses**

Fifty six percent of the girls approached or relied on the career teacher for information. A similar percentage, obtained career information from newspapers, magazines, brochures, etc. However, these newspapers, magazines and brochures were obtained from sources outside the library since only 7% of the respondents visited the library to obtain career information. Thirty four percent asked professionals in that field while a similar percentage asked parents and relatives while 31% obtained information from friends.

The career teacher, newspaper, magazines and brochures, professionals, parents, relatives and friends seem to be the five most popular sources of career information.

In order to find out the usefulness of the career information sources described above, students were asked to rate them on a scale of very useful, useful, not useful. The results of this rating are captured in Table 12.

Table 12: Usefulness of Career Information from Various Sources (n=364)

Usefulness	Frequency	Percentage (%)
Very useful	190	52
Useful	153	42
Not useful	21	6
Total	364	100

Fifty two percent of the girls found career information sources very useful. Forty two percent found them useful. The six percent who found them not useful are also the ones who had indicated that they do not seek career information.

The researcher asked students to indicate information sources that are available in their school and therefore accessible. The students' responses are in Table 13.

**Table 13: Information Sources Available and Accessible to Girls in Schools
(n=365)**

Available information sources	Frequency	Percentage (%)
(i) Career teacher	137	64
(ii) Newspapers	110	52
(iii) Library	108	51
(iv) TV	97	46
(v) Career guides/booklets	82	38
(vi) Radio	65	31
(vii) Video	60	28
(viii) Magazines	38	18
(ix) Film	60	28
(x) Colleges, institutions brochures	33	15
(xi) Internet	17	8
(xii) University calendars	0	00

*** Multiple responses**

The resources found in schools according to the responses of the students are career teacher who had the highest number of responses, 64%. Newspapers were reported by 52% of students as available in schools. The library was reported to be available by 51% of the students. The TV is said to be available by 46% of the students. Career guides/booklets are said to be available by 38% of the students.

The career teacher, newspapers, library, TV and career guides/booklets are available in most schools. On the other hand, university calendar, internet, colleges and institutions brochures and films are the least available in that order.

The students were asked to write down the three most useful resources in the school in order of usefulness.

The following three sources of information were considered the most important resources in order of usefulness in the schools. Table 14 displays this.

Table 14: The Three Most Useful Resource in Secondary Schools (n=332)

Resource	Frequency	Percentage (%)
(i) Career teacher	175	53
(ii) Newspapers	92	28
(iii) Career guides/booklets	83	25
Total	332	100

Career teacher was rated the most useful resource by 53% of the girls, followed by newspapers with 28% and lastly career guides/booklets with 25%.

This study sought to know how many girls consult the career teacher in order to get career information. The question that was asked was how often students meet the career guidance teacher. The responses are tabulated in Table 15.

Table 15: Frequency of Students Meeting with Career Guidance Teacher (n=237)

Meeting with Students	Frequency	Percentage (%)
(i) Once a week	116	49
(ii) Twice a week	35	15
(iii) He/she rarely meets	34	14
(iv) Once in a term	15	6
(v) Once in two weeks	14	6
(vi) Any other	13	6
(vii) Once in a month	10	4
Total	237	100

The meetings between students and the career teacher are weekly for 49% of the students, twice a week for 15% of the students and 14% of the career teacher rarely meets with the students. The other students meet with the career teacher once a term 6%, once in two weeks, 6% and once a month, 4%.

Students were asked how often they consulted the career teacher individually. The responses given are in Table 16.

Table 16: Students' Individual Talk with the Career Teacher (n=237)

Individual talk	Frequency	Percentage (%)
Whenever I need information	131	55
Rarely	40	17
Frequently	34	14
Very frequently	26	11
Never	6	2
Total	237	100

Fifty five percent of the students talked individually with the career teacher only when they needed information. This may be once in a long while. Seventeen percent frequently talked to the career teacher while 11% talked to him/her very frequently.

The study sought to know whether subject teachers relate the subjects they teach with careers. Ninety one percent stated that the subject teachers linked the subject with careers. Nine percent stated that subject teachers did not link their subjects with careers.

Students were asked how helpful subject teachers are in their understanding of careers, they responded as in Table 17.

Table 17: Helpfulness of Subject Teachers to Students Understanding of Careers (n=345)

Helpfulness	Frequency	Percentage (%)
Very helpful	176	51
Helpful	154	45
Not helpful	15	4
Total	345	100

A majority of students (51%) found the link very helpful while 45% of the students found the link helpful. Only 4% found the link not helpful.

Parents were considered another source of career guidance information that students accessed. When students were asked whether parents/guardians offered career guidance to them, 91% of parents stated that parents offered career guidance while 9% said they did not.

When asked whether they found the information from parents helpful, they responded as tabulated in Table 18.

Table 18: Helpfulness of Career Information given by Parents (n=331)

Helpfulness	Frequency	Percentage (%)
Yes	312	94
Yes but not complete	10	3
No	9	3
Total	331	100

Parents' information on career guidance was helpful to 94%. Three percent felt it was not helpful because it was not complete/comprehensive, and another 3% felt that the parents' information on career was not helpful.

When students were asked whether parents/guardians meet the career teacher to give career guidance, 67% of the students stated that parents do not meet with teachers for purposes of giving career guidance.

The study sought to know what career guidance activities and services are accessed by students. To do this, students were asked to tick from a list of activities the ones that the school organizes.

The responses of the students are tabulated in Table 19.

Table 19: Activities and Services Organized by the School (n=365)

Activities and services organized	Frequency	Percentage (%)
Career day	255	70
Inviting professional guest speakers	102	28
Provision of brochures, magazines and books	5	1
Educational tours to organizations e.g colleges	2	1
Total	365	100

Seventy percent of students cited career days, while 28% invited professional guest speakers. The others (2%) cited brochures, magazines and books are provided as well as educational tours to organizations.

The study sought to find out how career teachers provide career information to students. The career teachers' responses are analyzed in Table 20.

Table 20: Career Teachers' Methods of Providing Career Information to Students (n=14)

Method	Frequency	Percentage (%)
As a group in their classes	14	100
Individually	4	29
Invite guest speakers	3	21
When teaching in class	2	14
Whole school is talked to by guest speakers	1	7
By giving students reading materials on careers	1	7
Through career activities e.g debates and tours	1	7

***Multiple responses**

The methods used by career teachers are varied. However, the most popular method used by all career teachers is group work, followed by meeting individual students, 29%, inviting guest speakers 21% and integrated learning was cited by 14%.

In addition, the study wanted to know how often the career teachers meet students to provide career information. The responses of the teachers are in Table 21.

Table 21: Teachers Meeting with Students (n=14)

Meetings	Frequency	Percentage (%)
Rarely	4	29
Once a week	3	21
Once a fortnight	3	21
Once a term	2	14
Twice a term	2	14
Total	14	100

In majority of schools, 29% of career teachers rarely met students. It means that career guidance and counseling rarely happened. Twenty one percent of the career teachers stated that they met their students once a week; another 21% stated that they met their students once a fortnight. This was quite frequent unlike the 14% who met students once a term; and another 14% met the students twice a term.

The study needed to know whether the meeting time is allocated in the timetable. The responses were: the majority of career teachers (57%) stated that the meeting times were not catered for on the timetable. Forty three percent career teachers stated that the time was allocated on the timetable.

The career teachers were asked the venue of their meetings with the students. The responses are analyzed in Table 22.

Table 22: Venue of Meeting with Students (n=14)

Venue	Frequency	Percentage (%)
In the classroom	7	50
Any available place	3	22
In the field	2	14
Dining hall	1	7
In the office	1	7
Total	14	100

Fifty percent of career teachers met their students in the classroom, while 22% met the students in any available place. Fourteen percent met them in the field. Seven percent met them in the dining hall and another 7% met them in the office.

Asked whether the MoE provides career information resources, 79% of the teachers stated that they had been provided with career books. When further asked to state the

books provided by the MoE, they all gave one title – *Career Guide Book for Schools (2007)*.

They were further asked whether there were other resources in the school. The responses are: 57% of career teachers responded that there were other resources in the school while 43% stated that there were no other resources. The career teachers were asked to describe those other resources in the school. Table 23 has this data.

Table 23: Description of the Resources (n=8)

Description	Frequency	Percentage (%)
Personal books	3	38
Newspapers	2	25
Pamphlets, booklets	2	25
Brochure, university calendar, career magazine	1	12
Total	8	100

The majority (38%) had personal books. The rest had newspapers, brochures, university calendars among others sourced by the school.

The career teachers were asked whether they considered the resources adequate, ninety three percent considered the resources inadequate, while 7% considered them adequate.

Career teachers were asked whether they have a career guidance room where students can make use of resources. All the career teachers stated that they do not have. When

asked why they do not have, the career teachers stated that physical facilities were few in 97% of the schools therefore no room could possibly have been allocated for career guidance. A career teacher in one of the schools added that “physical facilities are limited since the school is new”.

A number of teachers also stated that the physical facilities are limited because there are no funds.

Teachers were asked whether they considered the resources adequate to the students needs. Ninety three percent of the teachers stated that information resources were inadequate to students needs. Only 7% stated that the information resources were adequate.

When the career teachers were further asked to explain why the career information resources were inadequate, a number of reasons were given. These reasons are highlighted in Table 24.

Table 24: Explanations Why Career Information Resources are Inadequate (n=14)

Explanation	Frequency	Percentage (%)
The resources are few and not diverse	9	69
They are not comprehensive	2	14
This is our first Form 4 class and we have not been acquiring career information resources.	1	8
Workload of teachers is heavy	1	8
Total	14	100

Majority of career teachers (69%) felt that the career resources are few and not diverse. Indeed in most of the schools there was only one title – *Career Guidebook for Schools 2007* which the teachers showed the researcher during this study. Fourteen percent felt that the information resources were not comprehensive. Eight percent felt that the workload of the teachers was too heavy for them to be able to give adequate career guidance and counseling. Another 8% stated that since that was their first Form 4, they had not acquired career information resources.

On the question as to whether they invite guest speakers, seventy one percent said that they do. Twenty nine percent said that they do not. When asked further how often they invite them, the teachers' responses are captured in Table 25.

Table 25: Guest Speakers Frequency to Schools (n=10)

Invitation frequency	Frequency	Percentage (%)
Once a term	4	40
Rarely	3	30
Twice a term	2	20
Once a month	1	10
Total	10	100

Forty percent stated that guest speakers are invited once a term. Thirty percent stated that they invited them rarely and 20% stated that they invited them twice a term while 10% stated that they invited them once a month.

All the career teachers stated that subject teachers are involved in career guidance and counseling. The career teachers explained that they are involved in the ways tabulated in Table 26. The following ways were given:

Table 26: Ways in which Subject Teachers are Involved in Career Guidance and Counseling (n=14)

Ways	Frequency	Percentage (%)
(a) Subject teachers relate the subject to the careers the subject can lead to.	12	86
(b) Organize peer study groups	1	7
(c) During their free time, subject teachers meet students	1	7
Total	14	100

Eighty six percent of the career teachers stated that subject teachers relate what they teach to careers. Seven percent stated that they organize peer study groups while another 7% stated that during their free time, subject teachers meet students.

When career teachers were asked whether the Principal is supportive of career guidance and counseling, he/she was rated as supportive of career guidance and counseling by 93% of the career teachers. The principal was said to be supportive in these ways:

- (a) Assists in the management of career services and facilities
- (b) Guides on careers

- (c) Stresses to students' values needed to pursue a career successfully
- (d) He/she sources information on careers.

The principal assists in the management and facilitation of career services according to 69% of the career teachers report. Fifteen percent stated that the principal actually guides on careers. Eight percent stated that he/she stresses on values needed in pursuance of a career while another 8% stated that the Principal sources for career information resources.

Career teachers were asked whether parents were involved in career guidance. A majority (86%) stated that they were. The others (14%) said that parents are not involved. The parents are said to have been involved in three different ways that are tabulated in Table 27.

Table 27: Ways of Parents Involvement in Career Guidance (n=12)

Ways of parents involvement	Frequency	Percentage (%)
During academic days when parents, teachers and students talk on subject performance and career	8	66
Parents are asked to help students choose subjects	2	17
The PTA talks to students	2	17
Total	12	100

Sixty six percent of the career teachers stated that parents, teachers and students talk on subject performance and career during academic days/clinic. Seventeen percent stated that parents were asked to help students choose subjects. Another 17% stated that PTA talks to students.

Career teachers were further asked to state how useful parents were in supplementing their career guidance efforts. Table 28 below captures the responses.

Table 28: Parents Usefulness in Supplementing Efforts in Career Guidance (n=12)

Parents usefulness	Frequency	Percentage (%)
Not very useful because parents have no career information	6	50
Parents reinforce what the teachers have said	4	33
PTA is involved and does a commendable job	2	17
Total	12	100

Parents were considered not very useful in supplementing efforts in career guidance by 50% of the career teachers because the parents did not have career information. Thirty three percent of the career teachers stated that parents reinforce what the teachers have said. Seventeen percent stated that the PTA is involved and does a commendable job.

Career teachers were asked whether they take students to institutions of higher learning. Seventy one percent did not while 29% stated that they did. The reasons they gave for not taking them to institutions of higher learning are captured on Table 29.

Table 29: Reasons for not Taking Students to Institutions of Higher Learning (n=10)

Reasons	Frequency	Percentage (%)
Have never thought of it	8	80
Has not been put in the program	1	10
There are no finances	1	10
Total	10	100

Majority of career teachers stated that they do not visit institutions of higher learning because they have never thought of it. Ten percent stated that it has not been put in the program and another 10% stated that there are no finances.

When career teachers were asked whether they hold careers day, 36% stated that they do. These career days are known as educational days or academic clinics. The thirty six percent of career teachers who hold careers day/academic clinics/educational days when asked how effective they were, stated that teachers, parents and students talked on academic performance and careers.

However, the officials in National Guidance and Counseling Units observed that resources on career information are limited. Indeed the PQASO stated that “ there is need for thorough consideration of this area of career guidance”.

4.7 Sources of Career Information Used by Girls in Secondary Schools in Nyahururu Division

The third objective sought to identify the sources of career information used by girls in secondary schools. In this regard, students were asked whether they seek information on careers.

Ninety four percent of the students sought information while 6% did not. Those who sought information, 94% were asked to state how they sought information and ticked from nine given sources. Table 30 captures the responses.

Table 30: Sources of Career Information Students Consulted (n=344)

Sources	Frequency	Percentage (%)
Career teacher	193	56
Newspapers, magazines, brochures	192	56
Parents and relatives	115	34
Professionals in that field	115	34
Friends	105	31
Teachers	68	20
Television, radio	68	20
School library	23	7
The Principal	12	3

*** Multiple responses**

Fifty six percent of students consulted the career teacher; another 56% read newspapers, magazines and brochures whenever they needed career information. Thirty four percent consulted parents and relatives; while another 34% consulted professionals in that field. Thirty one percent consulted friends. Other sources that were consulted by 20% of the students were teachers and another 20% consulted TV or radio. Seven percent visited the library and only 3% consulted the principal.

When further asked to rate the usefulness of the career information sources using a scale, their responses are as captured in Table 31.

Table 31: Usefulness of Information Resources (n=364)

Usefulness	Frequency	Percentage (%)
Very useful	190	53
Useful	153	43
Not useful	21	4
Total	364	100

From the table above, 53% of students considered the information sources consulted very useful, while 43% considered them useful, 4% stated they were not useful. Students were asked to state how they came to know about the courses they intended to do. Their responses are analyzed in Table 32 below.

Table 32: How Students Came to Know About the Courses they Intended to Do (n=365)

Sources	Frequency	Percentage (%)
Subject teacher	176	48
Career teacher	150	41
Principal	98	27
Radio	92	25
Newspaper	85	23
TV	79	22
Home (parents, relatives)	79	22
The school library	70	19
Community (friends, neighbours)	59	16
Publications (booklets, magazines, books, catalogues)	52	14
Personal contact (meeting or knowing somebody in the profession)	46	13
Internet	12	3

*** Multiple responses**

Forty eight percent of the students came to know about the courses they intended to do at the university or college through the subject teacher; 41% through the career teacher, 27% through the Principal. The other sources that led to 25% of the students to know about the courses they intended to pursue in university or college are the radio, 23% stated that it was the TV and 22% stated that it was their home (parents,

relatives). The school library played an important role in 19% of the students choosing the course they intended to pursue, while for 16% of the students, it is the community (friends, neighbours) who played an important role. Fourteen percent of the students stated that publications (booklets, magazines, books, catalogues) played an important role, while for 13%, it was personal contact (meeting or knowing somebody in the profession). Three percent stated that the internet is what led them to choose the course that they intended to do at the university.

Students were asked which career information sources are available in their school. The responses are analyzed in Table 33 below.

Table 33: Career Information Sources Available in Schools

Career information sources	Frequency	Percentage (%)
Career teacher	137	64
Newspapers	110	52
Library	108	51
TV	97	46
Career guides/booklets	82	38
Radio	65	31
Video	60	28
Magazines	38	18
Film	37	17
Colleges/institutions, brochures	33	15
Internet	17	8

* **Multiple responses**

Most students(64%) stated that they had a career teacher; 52% stated that they had newspapers; 51% stated that they had a library; 46% stated they had a TV and 38% stated they had career guides/books. These five sources of information were present in most schools. However, only 31% stated they had radios in their schools; 28% stated they had video; 18% said they had magazines; 17% stated they had films; 15% stated they had colleges/institutions brochures and 8% stated they had internet.

When students were further asked to list three of the resources in their schools in order of usefulness, the following three resources were listed as the most useful.

For 50% of the students, the career teacher in their school was the most important resource followed by newspapers with 26% reporting this and career guides/booklets with 24% students reporting them.

Students were asked whether the subject teachers related the subjects taught with careers. A large majority (92%) responded in the affirmative. When further asked whether they found subject teachers helpful in understanding the careers, the responses are as captured in Table 34.

Table 34: Helpfulness of Subject Teachers in the Students Understanding of Careers (n=345)

Helpfulness	Frequency	Percentage (%)
Very helpful	176	51
Helpful	154	45
Not helpful	15	4
Total	345	100

Fifty one percent of students stated that subject teachers were very helpful in their understanding of careers; 45% stated that they were helpful while 4% stated that they were not helpful.

Students were asked whether parents/guardians offered career guidance to them. Ninety one percent reported that they did. When further asked whether they found the career information helpful, the responses are as captured in Table 35.

Table 35: Helpfulness of Parents Career Guidance to Students (n=331)

Helpfulness	Frequency	Percentage (%)
Yes	312	94
Yes but not complete	10	3
No	9	3
Total	331	100

Ninety four percent stated that they found the information helpful; 3% stated that the information parents gave was helpful but not complete while another 3% did not find it helpful.

The students were further asked whether parents/guardians met career teachers in order to give them career guidance. The students responded with 67% percent stating that parents/guardians did not meet career teachers in order to offer them career guidance. Thirty three percent stated parents/guardians met the career teacher in order to give them career guidance. Students were asked to state which career activities and services the school organized. The students responded by giving four activities and services as tabulated below.

Table 36: Career Activities and Services that the School Organized (n=365)

Career Activities and Services	Frequency	Percentage (%)
Careers day	255	70
Inviting professional guest speakers	102	28
Provision of brochures, magazines and books	6	1
Educational tours to organizations e.g colleges	2	1
Total	365	100

Seventy percent of the students stated that careers days were organized in their schools; and 28% stated that professional guest speakers are invited into the school.

One percent stated that they are provided with brochures, magazines and books while another 1% stated that they go for educational tours to organizations e.g colleges.

Career teachers were asked to explain the kind of resources that the MoE gives to schools. The career teachers responded by giving the title of the one booklet that the MoE had given. Seventy nine percent of the career teachers had been given free the MoE Career Guidebook for Schools (2007). When the career teachers were further asked whether they had other resources in their schools, 57% said they had other resources while 43% did not. When further asked to describe the resources, the teachers described them as presented in Table 37.

Table 37: Description of Resources in Schools (n=8)

Description	Frequency	Percentage (%)
Personal books	3	38
Brochures, university calendars, career magazines, pamphlets, booklets	3	38
Newspapers	2	24
Total	8	100

Thirty eight percent stated that they had their own books on career guidance. Another 38% reported that the school had brochures, university calendars, career magazines, pamphlets and booklets. Twenty four percent stated that there were newspapers in the school.

When the career teachers were asked whether there was a career guidance room where students could make use of the resources they described, all the teachers stated that they did not have such a room.

The career teachers were asked whether they invite guest speakers to talk to students on careers. Seventy one percent stated that they do while 29% stated that they do not.

When career teachers were asked whether they invited former students to talk to students; 50% stated that they do; the other 50% stated that they did not. Career teachers were asked whether subject teachers are involved in career guidance and counseling. All the career teachers replied in the affirmative. When further asked to explain how they are involved, the career teachers' explanations were as presented in Table 38.

Table 38: Career Teachers Explanations on Subject Teachers Involvement (n=14)

Subject teachers involvement	Frequency	Percentage (%)
Subject teachers relate the subject to the careers the subject can lead to.	12	86
Organize peer study groups	1	7
During their free time, subject teachers meet students	1	7
Total	14	100

When career teachers were asked whether the principal is supportive of career guidance and counseling, most the teachers (93%) stated that he/she was. The career teachers were asked to explain the ways they involve the principal in career guidance and counseling. The career teachers gave four ways which are tabulated below.

Table 39: Ways Career Teachers Involve the Principal (n=13)

Ways	Frequency	Percentage (%)
Assists in management of career services and activities	9	69
Guides on careers	2	15
Stresses on values needed to pursue a career successfully	1	8
He/she sources for information on careers	1	8
Total	13	100

Sixty nine percent career teachers stated that the principal assisted in the management of career services and activities; 15% stated that the principal guides on careers; 8% stated that the principal stresses on values needed to pursue a career successfully while another eight percent stated that he/she sources for information on careers.

Career teachers were asked whether parents were involved in career guidance. Eighty six percent of career teachers stated in the affirmative. The career teachers were further asked to explain how parents were involved. The three explanations they gave are tabulated below.

Table 40: Explanation on how Parents are Involved in Career Guidance (n=12)

Explanation	Frequency	Percentage (%)
During academic days when parents, teachers and students talk on subject performance and career	8	66
Parents are asked to help students choose subjects	2	17
The PTA talks to students	2	2
Total	12	100

Sixty six percent of career teachers stated that parents help in career guidance when parents, teachers and students talk on subject performance and career. Seventeen percent of career teachers stated that parents are asked to help students choose subjects and another 7% stated that the PTA talks to students.

On career activities, career teachers were asked whether they took students to visit institutions of higher learning. A majority (71%) stated that they do not. Twenty nine percent stated that they do.

When career teachers were asked whether they hold careers day, 36% of the career teachers stated that they did while 64% stated that they did not.

The officials in charge of guidance and counseling units in the headquarters stated that the MoE has produced the career guidebook for schools but nothing else has been done to ensure that this one book reaches all the schools.

4.8 Evaluation of Sources of Career Information Used by Secondary School Girls

The fourth objective sought to evaluate the sources of career information used by secondary school girls. The question asked to students was whether they find career information available to them in school adequate. Sixty percent of the students reported that it was adequate, 40% stated that it was not adequate. They felt the information was not comprehensive and specific; and the resources were few and out of date. They went on to say that professionals were not invited to speak to them and that career guidance is not allocated time in the school time-table. When the students were further asked whether the career information made available to them was adequate to assist them to choose a good course or career, 52% stated that it was adequate while 48% reported that it was not.

Students gave the following reasons as to why career information is adequate:

- (a) The information given by career/subject teachers, parents, friends, professionals, T.V, internet is relevant and adequate.
- (b) It gives me the requirements of the course I intend to pursue /I have known my interest/abilities/talents.
- (c) It motivates me to work hard.

The students were asked whether they find the school library useful in providing career information. A majority of students (58%) stated that they do not find it useful while 42% stated that they do. The fifty eight percent of the students who do not find the library adequate were asked to state why. They stated eight reasons which are in Table 41 below.

Table 41: Reasons Why the Library is Not Useful (n=215)

Reasons	Frequency	Percentage (%)
Unavailability of career books/resources	79	37
The information available is not adequate/updated/specific	64	30
There is no library	59	28
We do not have access to library books, priority is given to Form 4's	4	2
We rarely visit the library	3	1
The library is not active/developed	2	1
Materials are hard to understand/not user friendly	1	1
Total	215	100

The students gave three main reasons why they do not find the library useful. Thirty seven percent said that career information resources are unavailable in the library.

Thirty percent said that the information available in the libraries is not adequate or up to date and specific. Twenty eight percent stated that there was no library.

Students were asked to state the three most useful resources found in their schools. The students listed the three resources in Table 42 below as the most useful.

Table 42: Three Most Useful Resources in the School (n=350)

Career information resource	Frequency	Percentage (%)
Career teacher	175	50
Newspapers	92	26
Career guide/booklets	85	24
Total	350	100

Career teacher was rated the most useful resource by 50% of the students. Newspapers came second with 26% while career guide/booklets were rated third by 24% of the students.

The career teachers were asked to state how effective career information resources were. In response to this question, 71% of the career teachers stated that the career information resources were not effective because they are not comprehensive. Only 29% thought they were comprehensive.

Career teachers were further asked whether they considered the resources adequate and 93% reported that they were not. Only seven percent of the career teachers

considered the resources adequate. When the career teachers were asked to explain why the resources were inadequate, they gave the reasons in Table 43 below.

Table 43: Reasons Why Career Information Resources are Inadequate (n=13)

Reasons For Inadequacy	Frequency	Percentage (%)
Few and not diverse	9	69
Not comprehensive	2	15
No career resources have been acquired	1	8
Workload of career teachers is heavy	1	8
Total	13	100

Career teachers were further asked whether they considered career guidance program comprehensive. Seventy seven percent of the teachers stated that it was not and only 23% stated that it was. The teachers were asked to suggest ways that would make the program comprehensive.

A majority of teachers (60%) stated the MoE should provide career information to teachers. Forty percent felt that more time should be allocated for career guidance. Thirty percent felt that professionals should be invited regularly. While 20% felt that career guidance should be taken more seriously. Ten percent felt that career guidance should be given progressively from Form 1 to Form 4.

Career teachers were asked whether the career guidance and counseling department was effective. A half of the career teachers stated that the department was not effective. They were asked to explain why the department was not effective. The teachers' explanations are as follows:

- Inadequate information
- Not allocated time in the school timetable
- Heavy workload
- Career guidance not comprehensively done
- Students are not interested in being guided

Career teachers were asked whether there is a career guidance room where students can make use of career guidance resources. All teachers stated that there is no career guidance room. When asked why this is so, the teachers gave the following responses:

- Inadequate physical facilities
- Career guidance is not taken seriously

The officials in the headquarters in charge of guidance and counseling units stated that there were very limited resources in career guidance. They also stated that teachers should be given additional training to make them able to guide and counsel students on careers. They also stated that career guidance program should be progressive from primary through Form 1 up to Form 4.

4.9 Role of Teachers in Providing Career Information to Girls

This study sought to establish the career teachers' role in providing career information to secondary school girls. In this regard, the career teachers were asked whether they considered provision of career information to students important. They all reported that they did. The reasons they gave as to why provision of career information is important are:

- Helps students to make informed decisions
- Motivates students to work hard
- Gives the students a glimpse of what the career involves

Teachers were further asked to state whether from their experience, career information influences the choice of career. All the teachers stated it does. The reasons provided are:

- Students are able to make informed decisions
- Students weigh their abilities against a career
- Students are motivated to work hard

Fifty four percent of career teachers responded that students are enabled by career information to make informed decisions. Thirty nine percent stated that when students have career information they are able to weigh their abilities against a career. Eight percent stated that students are motivated to work hard.

When career teachers were asked whether they have a career guidance department, 79% responded that they had. Only 21% did not have. When they were further asked whether the department was effective, 50% stated that it was.

Career teachers were asked whether they have a career guidance program. Eighty six percent responded in the affirmative. Only 14% said they do not have.

The career teachers were further asked to describe the program. The description is as follows:

- A committee of volunteer teachers under the chairmanship of career teacher meet any time informally to discuss students performance
- Form ones are introduced to subjects. Form twos are helped to choose subjects, and in Form four, they fill in the career forms.
- We meet once a term with whole classes of family units of 20 students
- Career guidance is linked to other areas of counseling by referring students to those who do the other forms of counseling.
- Guest speakers are invited
- Students are talked to by teachers either individually or in groups about job opportunities

Career teachers were asked whether they involved the subject teachers in career guidance and counseling. They all stated that they do. They were further asked to explain how they are involved. The career teachers' responses are:

- Subject teachers relate the subject to the careers the subjects can lead to.
- Organize peer study groups
- During their free time subject teachers meet students

When further asked the way the principal is involved, the career teachers gave the responses below:

- Assists in the management of career services and activities
- Guides on careers
- Stresses on the values needed to pursue a career successfully
- He/she sources for information on careers

Students were asked whether they had a career teacher in their school. Seventy three percent stated that they did and 27% stated that they did not. The students were further asked how often they talk to the career teacher individually. The students responses are presented in Table 44.

Table 44: Students Frequency in Talking to the Career Teacher Individually (n=237)

Frequency of meetings	Frequency	Percentage (%)
Whenever I need information	131	55
Rarely	40	17
Frequently	34	14
Very frequently	26	11
Never	6	3
Total	237	100

Majority of the students (55%) go to the career teacher whenever they need information. Seventeen percent said that they rarely go to the career teacher; 14% stated that they frequently go; 11% stated that they very frequently go while 3% stated that they never go.

Students were asked to list three career information resources found in their school in order of usefulness to them. Table 45 presents the three most listed resources.

Table 45: Three Information Resources in order of Usefulness (n=350)

Resource	Frequency	Percentage (%)
Career teacher	175	50
Newspapers	92	26
Career guide/booklets	83	24
Total	350	100

Fifty percent of the students stated that the career teacher is the most useful resource in the school. Twenty six percent stated that newspapers were important and 24% stated that career guides/booklets were important.

Students were asked whether subject teachers relate the subjects taught with careers. The students' responses were that 98% said that the subject teachers did while 2% said they did not. They were further asked whether they found the link adequately explained. Seventy three percent said they found the link adequately explained.

Students were asked how helpful their subject teachers were understanding careers. They were to rate them on a scale. Their responses are presented Table 46.

Table 46: Subject Teachers Helpfulness to Students (n=345)

Subject teachers helpfulness	Frequency	Percentage (%)
Very helpful	176	51
Helpful	154	45
Not helpful	15	4
Total	345	100

Fifty one percent of the students felt that subject teachers were very helpful. Forty five percent felt that they were helpful and only 4% felt that they were not helpful.

The government officer at the national headquarters felt that career teachers should be given training on career guidance and counseling in order to build their capacity to guide students effectively because they play a significant role in the career choices of the students.

4.10 Problems Experienced by Girls in Secondary Schools in Accessing Career Information

The study sought to identify problems experienced by girls in accessing career information. The girls were asked what problems they experienced in obtaining career information. Their responses yielded the following results from number one (1) being the most cited and therefore most critical problem while number five (5) was least cited and therefore least critical problem.

1. Lack of career guidance teacher

Contrary to the students' responses, 73% of the schools had a career guidance teacher. All the schools except two had career teachers. However, the students felt that they lacked career guidance teachers because the career teacher hardly impacted on the students. Some met students in Form 2 third term when choosing subjects and in Form 4 when the students filled in the university forms. The students' needs on subject combinations and clusters for various careers, what programs to pursue, sources of finances, among others were left unattended throughout the students life despite the school having a career teacher. The career teachers regarded career guidance as periphery duty to be done when and if there is time.

2. Lack of career activities

The main two activities that students were involved in were careers educational/academic day/clinic for 70% of the students and professional speakers for 30% of the students. Students were not engaged in any other activity. The professional speakers' visits were irregular and infrequent. The students felt that what they were engaged in was hardly enough to help them in career decision making.

3. Lack of books and brochures on careers

Most of the schools, 78% had only one resource – Career Guidebook for Schools, 2007 given by the MoE. In all cases there was only one copy to be shared. Any other resource was the career teachers personal books or newspapers. The students felt that there was a dire need of career guidance resources.

4. Lack of guidance from the principal

The career teachers' responses on how they involve the Principal in career guidance and counseling stated that for 64% of the career teacher, the Principal assists in management of career services and activities. This means that the Principal rarely was seen guiding and counseling students directly hence the response that they lacked guidance from the Principal.

5. Subject teachers do not relate what they teach to career

Students when asked how helpful subject teachers were to their understanding of careers, 51% stated that they were very helpful. Forty five percent stated that they were helpful and 4% stated that they were not helpful. Subject teachers should consciously and explicitly relate the subject(s) they teach to career.

Career teachers were asked to give the main challenges encountered in the provision of career information. The teachers gave the following as the greatest challenges. The number one (1) was the most cited and, therefore, greatest problem while number five (5) was the least cited and, therefore, least problem.

1. Lack of adequate and up to date information

Most teachers responded that the resources were inadequate for the students needs, because they were few and not diverse. They also lack in subject depth. In most of the schools, they only had the Career Guidebook for Schools, 2007 from the MoE. Other resources were teachers' personal books and newspapers.

2. Lack of time due to teachers' heavy workload and students tight programme

The career teachers had the regular teacher workload and the added duty of career guidance. In many schools, career guidance was not in the timetable and teachers had to compete with other activities to meet the students for career guidance.

3. Inadequate funds to facilitate career guidance

Money is always an issue, and unless a need is prioritized, the money may not be available for it. Career guidance according to some teachers, is not taken seriously. Consequently little or no funds are allocated for it.

4. Lack of interest by teachers in career guidance and counseling

Teachers are de-motivated due to lack of adequate and up to date information, the heavy workload, lack of funds for career guidance services and activities. Career teachers also are not trained in career guidance and counseling even in the face of the rapid changes in education and employment trends. Consequently, the career teacher finds career guidance and counseling an uphill task.

5. Lack of interest by students in career guidance and counseling because they have an attitude that career guidance would be of no use to them since they are very poor academically

Career guidance in most schools consisted of meeting students during the academic/educational days/clinics, choosing of subjects that would lead to a career in Form 2 third term, filling in of university forms in Form 4 and occasional professionals coming in to give a motivational talk. For most students, Form 4

examination is the terminal stage of their academic pursuits. However career guidance points the way for those mainly going to university. The career guidance offered in most schools does not address their needs at all hence the disinterest.

Some of the above challenges were cited by the national officer in charge of guidance and counseling unit. She stated that there was inadequacy of career information resources. She also stated that teachers were lacking in training on career guidance and counseling. All the officers in the headquarters expressed need for thorough consideration of career guidance and counseling in schools in order to enable and build infrastructure for it to operate effectively in schools.

The government officers responded that they have been involved in the writing of policy documents which impact on career guidance and counseling. Examples given of such documents are:

- a) Government of Kenya, (1976) which encouraged the provision of vocational guidance and counseling to the youth to enhance decision making skills for smooth transition from school-to-work.
- b) Government of Kenya, (1988) which recommended schools to establish guidance and counseling programs and senior teachers to be in charge. These programs should assist pupils to appreciate their role as workers and to develop the right attitude towards discipline and management of time. It also recommended that guidance and counseling be decentralized to district levels.
- c) Government of Kenya, (1999) stated that guidance and counseling remains a very weak component at all levels of education system. Even where it exists, it

is undertaken in a haphazard manner because the teachers identified for this purpose have not been trained and so have no professional competence in guidance and counseling. In 2005, MoEST stated that students critically need career information and yet many teachers lack career guidance and counseling skills.

- d) MoEST, (2005) recommended the development of career guidance booklet and training of teachers. This gave birth to MoE Career Guidebook for Schools, 2007. However, only about 6,000 guidance and counseling teachers have been trained this far which is a small number compared to all schools in Kenya. (Siele and Wanja, 2009)

These policies, the government officers reported, do not seem to be well interpreted and implemented in schools. The problem, the government officers pointed out is that teachers are “only interested in making a mean grade.” The DQASO also stated that teachers are appointed to be career teachers without considering whether they have a heart and qualities for career guiding and counseling. Some teachers also stated that they were unaware of the unit. Those who were aware of it said they had only received the Career Guidebook for Schools 2007 and no other communication at all.

4.11 Proposed Solutions to Challenges Encountered in the Provision of Career Information

The study sought suggestions from respondents to challenges identified in the study. In this regard, students were asked to suggest what should be done to improve access to career information. Their responses fell into two broad areas. Students repeatedly requested.

- a) For career information resources and activities:
 - i) They requested specifically for educational tours to organizations, institutions etc.
 - ii) Seminars/discussions/debates; professional guest speakers;
 - iii) Setting up of a career information centre/library/room;
 - iv) Provision of a career teacher specifically for career guidance only;
 - v) The Internet, among others.

- b) The other request was for more time to be allocated for career guidance. They went on to suggest that this time should be allocated in the timetable.

The career teachers were also asked to give solutions to challenges encountered in the provision of information. The career teachers' responses were seven:

- i) The main solution to problems encountered in career information provision that was repeatedly given was that there should be provision of comprehensive career information resources, for example, guidebooks, internet, etc. They pointed out that the MoE should ensure that it does this.
- ii) The second solution that most teachers repeatedly gave was that career guidance and counseling should be allocated time in the school timetable
- iii) Thirdly, their workload should be reduced to enable them to give adequate, quality time to career guidance and counseling.
- iv) Career teachers pointed out that they needed to be motivated in order to effectively give career guidance and counseling. Provision of resources, allocation of career time in the timetable and consideration when being given

the regular teachers timetable so that they are given time to do career guidance and counseling would motivate the career teacher.

- v) Funding should be increased to enable career teachers to organize career guidance activities and services for the students.
- vi) Career teachers felt that the involvement of all stakeholders in career guidance and counseling would go far in ensuring that students are guided effectively.
- vii) Career guidance should start progressively from nursery school up to university. This would enable students to discover their strengths, weaknesses and abilities progressively.

Officers at the national headquarters felt that indeed it was important for career guidance and counseling to start from primary and progress to the university. They also suggested that there should be empowerment of students who would work as career guidance peer counselors. This is because students may listen more keenly to one of their own. This would also ease the workload of teachers making them more effective.

Extra training in career guidance and counseling should be given to career teachers. Except for the training they had as teachers in colleges and universities, no other training is ever given them to build their capacity and to empower them for career guidance and counseling.

Resources on careers which are limited at the moment should be increased in number and diversity. Simplified brochures and flyers should be written in order to increase and complement the limited number of career information resources.

The national government officer reported that government policies are not well interpreted and communicated. She suggested that communication of the MoE policies through seminars/workshops organized for teachers should be done. This will ensure that there is clear interpretation and implementation of policies on career guidance by teachers in the schools. This would lead to the MoE headquarters and the teachers in schools working together rather than the stand alone working system of the MoE on one hand and the career teachers in schools on the other, which has led to breakdown of communication.

4.13 Conclusion

Career information made available to students was reported as adequate to assist them in choosing a good course or career; yet the students stated that the information was not comprehensive and specific; and the resources were few and out of date. They went on to say that professionals were not invited to speak to and the career guidance is not allocated time in the timetable. The researcher to concluded that in the absence of adequate career resources and activities, the girls could not possibly be having adequate career information. This contradiction is even made more glaring by their choice to go on to university for 87% of the girls and further choosing courses which require high grades for admission. In Kenya, only 50% of students make it to university (Amundson, Osoro & Borgen).

Career information provision is perceived by teachers, students and government officers as very vital in the success of students for it helps them to get focused, work hard and understand the careers they would like to join. However career information provision is not well provided because the students seemed to rely on career teachers,

newspapers, magazines, brochures, professionals in that field, parents relatives and friends. These resources were described by career teachers, students and government officers as inadequate.

It was concluded that provision of career information to secondary school girls needs to be strategically reorganized in order for girls to have their career information needs met.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter identifies and discusses the findings of the study. It pin-points how far the objectives of the study were realized and recommendations have been drawn. It also identifies and discusses the gaps that could be filled by further research.

The study sought to examine the provision and access to information on careers by girls in secondary schools in Nyahururu Division; and ascertain the extent to which their needs are met by the existing information sources, with a view to improving its availability. This broad objective was guided by the following specific objectives:

1. To identify career information needs of girls in secondary schools.
2. To establish whether girls in secondary schools have access to career information.
3. To identify the sources of career information used by girls in secondary schools.
4. To evaluate the sources of career information used by secondary school girls.
5. To establish the teachers' role in providing career information to secondary schools girls.
6. To identify the problems experienced by girls in secondary schools in accessing career information.
7. To propose solutions to challenges identified in the study.

Both primary and secondary data were used to identify, examine, establish and evaluate the provision and access to information on career to girls in secondary schools in Nyahururu Division.

Primary data was collected using a questionnaire from a random sample of 365 Form 3 and Form 4 girls in 16 secondary schools in Nyahururu Division. An interview using a schedule was done on 14 career teachers. Three officers in the national, provincial and district headquarters who man the guidance and counseling units were interviewed using a schedule.

Secondary data was collected from documented information on career guidance and counseling and its impact on the students' attitude and understanding of herself, school work, career choices and development.

The collected data was analyzed using descriptive and interpretative statistics. Frequencies, percentages, tables and figures were used.

5.2 Summary of Research Findings.

Based on the study objectives, research questions and data analysis, the following major research findings were presented.

5.2.1 Career Information Needs of Girls in Secondary Schools in Nyahururu Division

It was found out that girls in secondary schools in Nyahururu Division had career information needs. The girls expressed that they needed the following facts in order to make informed decisions on careers/courses:

- Universities and campuses offering the courses of their choice.
- Subject requirements of the various courses.
- The grades to be scored to join the courses.
- Job opportunities on completion of the courses.

This list of needs compares well with needs expressed by students in a study done by Rukwaro and Khayesi (2004). In that study, students are quoted as asking for information in the following areas:

- Subject combination that is needed in the pursuance of their various career education programs.
- Duration of the courses.
- Institution(s) where the courses are offered.
- Admission requirements such as subject combination and grades
- Situation and trend of job markets

In their study Lugulu and Kipkoech (2011) found that factors that influenced students degree programme decisions of undergraduate students in Moi University, Kenya are similar are similar to the career information needs that girls expressed in this study. Lugulu and Kipkoech (2011) reported that the factors that influenced the undergraduates in choosing the programmes they were pursuing are:

- Marketability of the programme
- Potential earnings
- Performance in KCSE
- Family
- Personal interest
- Peers

The researchers in this study went on to report that a majority of respondents had inadequate information to make degree programme decisions. This resulted into an increased number of students ending up studying degree programmes they neither like nor have a passion for.

Masara [n.d] is in agreement of these findings for he stated that these are the greatest career information needs of many Kenyan students. He adds that career guidance should start early in order to help students select subject combinations that would lead to careers of their choice. He goes further to say that by the time students leave Form 4, they should have an idea of where to go for further training and in what areas. However, this is not the case at the moment in Kenya as Kasomo (2007) observes that not less than 10% of university or college students would want to undertake courses other than the one for which they were admitted. Castillo (1986) states that in Spain, where university entrance is open to very large numbers of students, only 40% of the students who register ever end up getting a degree.

It was found out that 87% of girls aspired to join university, 12% middle level colleges (e.g polytechnic) and 1% stated that they aspired to join armed forces or

business. Those who aspired to join university were aspiring to do medicine, law, teaching, mass media and marketing/sales. It is doubtful that they knew what they needed to get in the examinations in order to pursue those courses, what careers they would end up in or what universities/campuses offered the courses, among others. This is in agreement of what Kirui, (2007) observed that thousands of students ended up pursuing careers or courses which they had scanty knowledge about. Taking this point further, Osoro, Amundson and Borgen (2000) stated that in Kenya, less than 50% of students who graduate get admission into university. What this implies (of the 87% girls who aspired to join university) is that they are not well informed about career trends in the country. The options of middle level colleges are overlooked due to lack of proper career guidance. Many also fail to get placement because of improper subject combinations in high schools.

In Nigeria, most secondary school leavers made poor career decisions because of unrealistic career aspirations. Students prefer medicine, engineering, law, banking, architecture and pharmacy as professions they intend to enter into upon graduation from school without adequate knowledge of what it takes to succeed to achieve in those occupations (Salami, 2008)

Despite a career guidance teacher being present in school, it was found out that girls in secondary schools do not have all the career guidance information that they need to make informed decisions. Rowland (2004) challenges career teachers to do as much as possible in educating students about career options and exposing them to a wide variety of occupations. Willard-Holt (2008) in agreement stated that each girl should be informed of the decision that is consistent with her dreams and goals. Without this

intervention, Gysbers (1996) stated that most children and adolescents are unable to make intelligent career decisions based only on life experiences. They require support and exploration in the form of curriculum offerings and guidance programmes to help them guide towards career direction.

It can be concluded from the research findings and literature review that girls are not well informed of the full range of options open to them so that they make the decision on career that is most appropriate to them.

5.2.2 Access to Career Information by Girls in Secondary Schools

The study found out that girls accessed career information mainly through the school. The career teacher was accessed by the girls whenever they needed career information. Other important sources of career information to girls are:

- Career guides and newspapers
- Subject teachers
- Home (parents, relatives)
- Community (friends, neighbours)

In a similar study by Kirui (2007), it was found that teachers, friends, relatives, parents, subject teachers and friends are the sought after sources of information by secondary school students. However, it was found out that career information resources were very limited in scope and few in numbers. There was only one title provided by MoE in a majority of the schools which is a major deterrent to girls' access to career information.

In agreement, a study on rural and urban schools on career decision making, done in Nairobi and Nyanza Provinces of Kenya, students and teachers in rural schools indicated that students regard career departments as very important while in urban schools, they were somewhat important. Teachers and students from primarily urban schools identified the sources they consulted as churches, resource persons from different professions, media, newspapers, magazines, radio and television. The urban students have a variety of career information sources that they can consult as opposed to the rural students; hence they do not find the career department very important (Osoro, Amundson & Borgen (2000).

A study by Lugulu and Kipkoech (2011) reported that sources of career information accessed by a majority of students were:

- Newspapers
- University publications on degree choices
- Career teachers

These two researchers went on to report that career guidance and counselling had minor influence in their degree programme choices.

Another hindrance to access to career information is lack of time since career guidance is not on the school timetable and the career teacher has to make time to meet the students; yet the career teacher has a full teaching load like any other teacher. Teachers also do not have modern skills to handle career guidance. Ngumi, Ngari and Mumiukha (2007) concur with this and state that there should be formal training which would offer adequate contribution towards improving the knowledge base and professional skills of school counselors. Kithyo (1999) in agreement

suggested that the MoE should train teachers specifically for guidance and counseling especially career guidance. Such teachers should be distributed in such a way that every school in the country has at least one. The situation is pathetic for the Chief Counselor in the MoE stated that “the 6,000 teachers trained as counselors so far were inadequate.” (Siele & Wanja, 2009).

Majority of career teachers stated that the career guidance program available in schools is incomprehensive and they even described what should be done to make it comprehensive.

Parents also do not have adequate information to guide their daughters on careers. This is in agreement with what Wamahiu (1995) reported. In her study of schools in Nairobi, students requested that parents be given access to professional guidance and counseling. This would help in guiding their children in important decisions such as career choice. This is supported by a study on students’ perceptions and experiences with key factors during the transition from high school to college. The study done in Carnegie University in United States of America stated that mothers provide the greatest number of helping behaviors and are most helpful resource in the transition process followed by high school teachers, fathers, friends, and high school guidance counselors. (Smith & Zhang, 2009).

The sources of information which girls access – career teachers, parents, subject teachers, among others, should be empowered and sharpened by giving them professional training in order to disseminate career information effectively.

Print sources of career information should be available in depth of coverage, variety and numbers that are in proportion to the population using them in each school. This would make it possible for all girls to access the information.

Electronic formats such as videos, internet etc. would be a very welcome variety of career information to spice up and motivate girls to access the information in these formats.

5.2.3 Sources of Career Information

It was found that the three most useful sources of career information to girls in order of usefulness were:

- Career teacher
- Career guides/booklets
- Newspapers

The above list compares well to what a majority of students in Moi University, Kenya undergraduate students singled out as major influences in their decision to joining their degree programmes:

- Newspapers
- University publications
- Career teacher (Lugulu and Kipkoech (2011)).

However, in this study career teachers could not be accessed readily because they had no fixed time in the school timetable when he/she can meet students. Many students went to see them individually whenever they felt they had a need to do so. This

means that the teacher might be unavailable especially because they have heavy workload as was found out in this study. Previous studies by Kirui, (2007) and Mapfumo, Chireche and Peresuh, (2002) found out that workloads of career teachers are heavy. A majority of career teachers stated that they rarely meet students to give them career guidance. They stated that they had no time and also no information to pass on to the students due to inadequacy of information resources hence the lack of meetings with students. And yet students regarded them as the most important and preferred source of career information. This is in keeping with research findings on career decision making by high school students in Kenya. In this study most of the urban students indicated that they never visited the career department while a majority of rural students indicated that they sought help from the career departments. This is because rural schools do not have much to choose from in career information sources unlike their urban counterparts who sought information from churches, resource persons from different professions, media, newspapers, magazines, radio and television (Osoro, Amundson & Borgen; 2000). One of the respondents in a study done by Lugulu and Kipkoech (2011) summarized the state of career teachers by observing:

...I was surprised that there were many courses when I made my application after KCSE results were out, which teachers were not aware of. I can't blame them, there is a lot of pressure on them to ensure that their subjects are well performed in the national examinations. They have less time on career counselling to research on career information.

The government officer in the national headquarters in the interview with this researcher stated that teachers were too busy making a good mean grade for their subjects and schools in the national examination to pay heed to career guidance.

In this study, students reported that career teachers have a significant influence in girls' career decision making. Other researchers who support the results of this study are Rowland (2004) and Johnson (1988). Rowland (2004) in her study which examined the influences of career counselling activities such as a visit to the school guidance counselor, a job shadowing experience, and a part-time work experience, revealed that a visit to the school guidance counselor was the only significant influence on adolescents level in career decision making. Johnson (1988) found that high school students' job satisfaction and career decisions were related to positive experiences with their high school guidance counselors indicating that visiting the school guidance office was effecting in achieving job satisfaction and career decisions.

Career guides/booklets were also very few and lacking in scope and depth in the subject matter. In most schools, there was only a copy of one title given out by the MoE. This is what the entire student population relied on as a resource. In a study by Osoro, Amundson & Borgen (2000) career booklets from the MoE were indicated to be the most common source of career information for students. However, teachers criticized the booklets as having outdated information; lacking current information, and not being sent to schools regularly. Indeed between 1994 and 2007, the MoE did not produce any career guidance resource. Students also relied on newspapers borrowed mainly from the staffroom.

When the girls singled out career teacher, career guides/booklets and newspapers as the most useful sources of career information, they might have meant that these are the only sources that they can turn to and get career information of sorts. For the other sources – parents, subject teachers, Principal, among others, the chances of getting any career information were slim since it is unlikely that they were well informed about career.

There is need to make career information sources accessible to all girls and especially the three most preferred sources of information: career teachers, career guides/booklets and newspapers.

The only career activity that was engaged in by all the girls is career day/educational day/academic clinics. It was found that this day is most enriching in terms of career information. Students stated that the other activities such as educational tours should be organized for them. However, career teachers stated that not much can be done because of inadequate funding.

There is a great limitation on career information sources. Few comprehensive publications have been written on careers. Consequently, teachers and parents are not very knowledgeable on this and can therefore not adequately guide students. This needs to be addressed by the MoE so that solutions can be found.

Laikipia West District guidance and counseling teachers association in their needs assessment survey observed that there is lack of guidance and counseling resources for both teachers and students. (Laikipia West District Committee, 2009)

This dire need of adequate, comprehensive, up to date career guidance resources and an effective career teacher needs to be addressed so that girls can access career information effectively, efficiently and adequately. The situation however, is similar in Nigeria. Salami (2008) lamented that there is “a conspicuous absence of career education either at the elementary or the secondary school level. This omission of career education or career preparation such as technical preparation and apprenticeship programmes in the school curriculum limits the occupational experience of the youth. Related to this is the fact that students rarely go on field trips for career exploration. 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.”

In United States of America both print and electronic resources are liberally available and students can consult them any time (Hughes and Karp, 2004). Kenya would do well to take note of this and implement it.

5.2.4 Evaluation of Career Information Sources

It was found out that career information sources were few, not diverse and incomprehensive. The workload of the teachers was heavy making it hard for the teachers to meet students for career guidance. Career guidance is not in the school timetable and teachers have to make time to meet students when he/she is free. This makes it difficult for such meetings to take place.

However, Hughes and Karp, (2004) reported that in United states of America:

Guidance programmes are generally equipped with tools students can use on their own. The vast majority of schools stocked computerized and non-computerized career information sources and college catalogues, as well as conduct testing for career planning. The availability of computerized and non-computerized sources enhances and keeps students focused on career guidance and counseling.

This is what Kenya should aspire towards in order for students to supplement the information they get from the career teacher with computerized and non-computerized career information sources, especially because electronic information has gained popularity among the youth and mobile phones are internet enabled and at fairly affordable rates.

Maddy – Bernstein, (2000) observed that comprehensive career development program should not be the total responsibility of the counselor, in reality most of the school counselors have limited time to be the sole providers of career assistance, given the number of students they have to serve.

Parents, too, need career information in order to guide their daughters appropriately for some students and career teachers felt that their guidance was not useful because they are not informed. In the United Kingdom, McNicol (2005) found that family especially parents and older siblings, were one of the most important reference points for students because they were trusted. However outside speakers were also highly

regarded for their first hand knowledge of working or educational environments. Students felt that hearing information from people was more interesting than reading a book or computer screen. The fact that students trust information and advice from parents and other relatives should be capitalized on. However, McNicol (2005) stated that the danger of such individuals giving ill informed or biased advice also needed to be avoided. This meant that providing appropriate information about career and education choices for parents was crucial.

Career information sources targeting students, career teachers and parents should be published and regularly updated to keep pace with the rapidly changing educational and job trends. In agreement with this, the MoE (2007) stated that: “there has been rapid expansion and diversification of training opportunities in Kenya. This is characterized by many upcoming education and training institutions and many programs in already existing institutions.” It is therefore imperative that the MoE should publish annual career and institutional updates by commissioning authors to do this.

Salami (2008), reported that in Nigeria, the traditional or cultural practice is that family or the parents or the elders know the best and as such family or the parents dictate the type of occupation that the children will choose regardless of the children’s abilities and interests. This statement is true for parents in Kenya. Therefore, they should be equipped with career information in order to be able to effectively guide their children on career decision making.

The study found that due to these rapid changes in the education system and global employment trends, diverse and up to date information resources should be published through the MoE initiative to ensure that girls access quality and adequate career information.

Activities such as career tours and visits by professionals which would give girls a chance to understand the realities of various professions, the challenges and the social skills like emotional maturity, time management and confidence among others were found to be inadequate in this study. In their study Lugulu and Kipkoech (2011) found that these activities – career tours, career days and visits by professionals were mostly organized on yearly basis which was quite inadequate and the researchers recommended that they should be organized more regularly. In this study girls gave this as one of the solutions to ensuring better provision of career information.

5.2.5 The Role of Career Guidance Teacher

It was found out that career teachers were the most preferred source of career information by students who stated that they go to the career teacher whenever they need career information. However, it was found out that career teachers felt overworked because they had similar workloads with all the other teachers and, in addition, career guidance. The teachers also lacked adequate, up to date information because there are few, incomprehensive career information resources in schools. The teachers also lacked comprehensive career guidance programme. They had to meet the students during their free time because career guidance and counseling is not in the school timetable. The career teachers were therefore not facilitated to give career guidance to the students. This lack of facilitation de-motivated the career teachers.

The situation in South Africa is similar to the one in this study for career counseling services have an under supply of trained persons; and the other concerns is the content and training for meeting contemporary social and educational challenges in a society which is becoming more open, and experiencing rapid social change. (Naicker, 1994)

From the findings, it appears that teachers should be given comprehensive and adequate career information resources. The career program should be well drawn nationally like is done for secondary school syllabus; and put on the timetable. This would equip teachers to give students the career information that they so much need and through the career teachers who are the preferred source of career information by students. Results from a study by Lapan, Gysbers and Petroski (2001) should inspire and stir all education stakeholders from the lethargy Kenya has been in as Gysbers and Petroski (2001) state "... the results do suggest that school counselors' implementation of comprehensive guidance and counseling programs can be a consistently positive piece of the puzzle that needs to be assembled if we are to make a genuine effort to help all our nation's children achieve academically and attain a desired future. Full implementation of such school counseling programs is a sustainable cost effective national strategy for assisting all students to feel safer and be more successful in school".

The researcher's hope is that all Kenyan students one day will feel safer and more successful in school and hence attain their desired future through a thoroughly trained career teacher and a well articulated written career program.

A study by Osborn and Baggerly (2004) on public school counselors in Florida state in United States of America, found that school counselors in Florida ideally prefer spending slightly more time conducting career counselling than they were actually doing. This may imply that they may be hindered in performing these activities due to directives to spend time on other activity. Administrative hindrance has been reported by school counselors as the main reason for the discrepancy between their actual and preferred time on counselling duties; yet high school is a crucial time for students to make career and/or post secondary decision. If there were any group of school counselors who needed to have a large proportion of their time to career counselling, it would be high school counselors. The recommendations the study by Osborn and Baggerly (2004) would fit the Kenya situation for they suggested that the school counselor's duties should be re-aligned so that they spend less time on administrative functions and more time on career counselling and career testify. School counselors need to advocate respectfully for themselves and should be trained in how to respond professionally but assertively when assigned inappropriate duties.

Investing in career counselling training and supporting actual time in career counselling will assist students in their career choices, and ultimately benefit society by helping students achieve their highest career potential.

5.3 Challenges Experienced by Girls in Secondary Schools in Accessing Career Information

It was found out that secondary school girls had challenges in accessing information adequately and effectively in order to meet their career information needs.

One of the challenges is that career teachers were not easily accessible because career teachers had a heavy workload. Career teachers had the same workload as other teachers; and on top of that, they had to do career guidance. The career guidance time was not allocated in most of the schools' timetables; the career teacher, therefore, had to meet the students during his/her free time. These career teachers too lacked specific training in career guidance and counseling and they relied on whatever training they got when doing their education degree or diploma programme. Florida public school counselors were found by Osborn and Baggerly (2004) in their study results to have a strong need for training that provides counselors with updates on career theories and current approaches that demonstrate practical applications to practice. Mc Nicol (2005) in her study of West Midlands Schools, United Kingdom, recommended that schools should have specialist Career Education and Guidance delivery team who have developed skills in this area. In Ghana, a study on linking school and the world of work found out that all the respondents had 80% academic responsibilities (such as class teacher, teacher responsible for sports, music, the library or culture) and 20% non-academic responsibilities (such as chaplain, PTA secretary, teachers welfare association secretary). The study concluded that much needed to be done to raise the standard of all forms of career guidance to an acceptable level. It singled out in service seminars and workshop to train teachers to implement effective guidance and involvement of parents, administrators and employers. (Anamuah-Mensah, Ameyaw & Dennis, 2007)

Kithyo (1999) established that schools do not give students career guidance except helping them fill in the university forms. The students were not made aware of the existence of other colleges. In agreement with this, Osoro, Amundson and Borgen

(2000), stated that teachers made casual comments that “career departments exist by name” meaning they were not functional. The recommendation by Kithyo (1999) and Osoro, Amundson & Borgen (2000) is for the MoE to train teachers for career guidance and to ensure that every school in the country has one. These views were expressed by career teachers in the current study.

Lugulu and Kipkoech (2011) in their study stated that career guidance and counselling has no curriculum or clear policies on how it should be done, each school provides it in its own way. This challenge has been acknowledged by career teachers in this study. A curriculum /program should be drawn by all stakeholders in the education sector. Such a curriculum/program would provide all secondary schools with uniform career guidance tool.

Another serious challenge for the career teachers and students as well is lack of adequate, comprehensive, up to date and diverse career information resources. Most schools had only one copy of the booklet given by the MoE in 2007.

In all the schools there are no career guidance rooms and teachers meet students anywhere. Individual career guidance is a private affair and should be done in the privacy of a room. There is lack of serious addressing of career guidance and counseling in schools by MoE, teachers, parents and the community. This is revealed by the fact that despite the MoE headquarters admitting that there are policies drawn to be interpreted and implemented, there are no structures to show who supervises this aspect of guidance and counseling.

This situation has led to girls not clearly focusing on any career and subsequently not taking studies and themselves seriously and the consequences have been negative to the girls. Another reason that may have led the girls not to take themselves seriously is their age; 99% of the respondents were between 16 – 20 years and 87% aspired to join university and to do medicine, law, teaching, mass media and marketing. This is contrary to a research study in which Ting (2007) found that in a westernized city such as Hong Kong, the girls in the study were still influenced by traditional gender roles in their career interests. He went on to recommend that counselors and teachers in Hong Kong should be aware of gender differences in personality relationships and encourage the female students to explore beyond gender role fields. This recommendation is appropriate also for Kenya career counselors for in Kenya, a very small percentage of students make it to university annually and even fewer do medicine and law. Most students (87%) in this study who aspire to join university have not given career decision serious thought of their abilities vis-a-vis their choice of career. Salami, (2008) in agreement stated that most secondary school students are young and as such they may not see the need to take the matter of career decision making seriously. Gibbons et al (2006) recommended that students at this age need to be receiving accurate information not only about different types of career but also about larger societal issues such as work place trends and future job outlook. Another challenge is lack of access to role models of many different careers, and further, some of those may be ineffective role models especially because of rural setting for most of the role models work in towns. (Kithyo, 1999; Osoro, Amundson & Borgen, 2000) Career teachers should then do as much as possible toward educating students about career options and exposing them to a wide variety of jobs.

Gysbers, (2001) recommended that if guidance and counseling is going to make the contribution it can and should make in order for students to succeed in school academically and reach their goals personally and occupationally, the program of guidance and counseling and the work of career teachers within it must be seen and practiced as an integral part of education. Kenya should adopt this recommendation by writing up a career guidance and counseling program and training career teachers and putting the career guidance program at the centre of learning. However, the situation today is well summed up by Lugulu and Kipkoech (2011) when they stated that “provision of career guidance and counselling has no curriculum or clear policies on how it should be done, each school provides it in its own way. Generally it is not taken seriously by the government, schools and students” yet these are the main stakeholders in education.

5.3.1 Ways and Means By Which Career Information Provision and Access to Secondary School Girls Can be Improved with the Hope of Empowering Them to Make Informed Career Decisions

In line with the objective: to propose solutions to the challenges identified in the study, the respondents came up with the following solutions:

The girls are able to seek information if only the career information resources are available. To do this the MoE should ensure that career books, brochures, flyers, among others, are provided. These should be sent to schools regularly for use by students and teachers. The girls in this study also requested for internet as a source of career information. Traditionally, career teachers could only link students with print material but today, internet has become increasingly popular source of information of

all kinds especially with internet access through mobile phones and at reasonable rates. The challenge for career teachers is to link career information in the internet in meaningful ways to diverse career needs for the individual students. The internet has a variety of occupational, educational and job search information, provided by government agencies, professional associations, educational publishers, college and university departments and employers in various industries. The internet, with all this information has created a new space for self directed career exploration which is becoming increasingly popular. The student can “surf” for information on many different occupations at one sitting by moving readily within sites on their mobile phones. The immense number of websites results in a multitude of resources engaging students on several sensory levels with graphics, video and sound clips. This virtual environment should be adapted by career teachers to give students guidance on sites that provide valuable career information. Career teachers ought to be attentive on how best to provide guidance on navigating and making use of online career information especially because most students own mobile phones with internet enablement/connectivity. Without the benefit of guidance from career teachers, students can become lost in the sea of information. Mc Nicol (2005) in her study stated that “students are clearly in need of more guidance when using electronic information sources, especially the internet” because of information overload which might end up overwhelming the students and confusing them. The career teachers too should be trained in career guidance and counseling in order to build their capacities to counsel and guide students; and more so on how to handle Information Communication Technology to be an added source of career information. Students peer counselors in career guidance and counseling should also be trained to be able to reach their fellow students when and where the career teachers cannot.

All stakeholders – the MoE, teachers, parents and students should get together and brainstorm on how to write a career program for all schools. Another issue that would be deliberated on is interpreting and implementing the MoE policies. Issues that relate to these include:

- Allocation of time on the timetable for career guidance and counseling.
- The reduction of the workload of career teachers in order to enable him/her to cope with career guidance.
- Increase of funding to facilitate career guidance rooms, bulletin boards, career activities and other career related services to be provided to girls.
- Setting up administrative structures on career guidance.
- Training of career guidance and counseling teachers.

From the discussion above, it is important for all the stakeholders, (MoE, teachers and parents) to have a forum to discuss how to ensure that girls get current and adequate career information in the formats they prefer to enable them to choose careers that are commensurate with their abilities.

5.3.2 Conclusion

The study set out to examine the provision and access to career information to secondary school girls and ascertain to what extent the girls' needs were met by the existing information sources, with a view to improving availability. From the study, the following conclusions have been drawn.

It is concluded that girls in secondary school faced a lot of challenges in accessing career information because firstly, their most preferred source of career information, the career teacher, had challenges facing him/her. One of the challenges facing the career teacher was heavy workload because career teachers had the same teaching load as other teachers. In agreement, Kilonzo (1981) concluded that career masters in Kenya do not have the time and facilities to provide any career or psychological guidance to the students because career masters are just regular teachers who are also carrying their full teaching loads. Career guidance has not also been put into the school timetable. The career teacher had to meet students during his/her free time. This meeting took place in any available place because there was no career guidance room in the school. Yet career guidance and counseling is at times a private affair that needs to be done in privacy. Students chose to forego career counseling due to lack of privacy. This brings out the point that career guidance and counseling in schools is not thorough.

The basic diploma or degree in education training to be a teacher is not also enough to enable career teachers to guide and counsel on careers and yet the onus of what and how to do career guidance and counseling was left on the shoulders of the career teachers since there was no program drawn which she/he could follow. There did not seem to be any teamwork/coordination between the MoE and career teachers in schools because the national government officer complained that there was a problem in interpretation and implementation of career policies. Both career teachers and students were affected by lack of comprehensive, current and diverse career resources.

In many schools, there was only one copy of the MoE career guidebook published in 2007. This copy was given free by the MoE and irrespective of the school population, all the students and the career teacher used this one copy. Career guides/booklets were the second most preferred source of career information for girls after the career teacher. The third most preferred source of career information was newspapers. The newspapers were borrowed from the staffroom after the teachers were through reading it. Accessing career information for secondary school girls, it can be concluded, is an uphill task due to the above problems.

Girls need information on universities and campuses offering the courses of choice, subject requirements of the various courses, financial assistance for the courses, job opportunities on completion of the course, subject requirements of the various courses, duration of study, the grades to be scored to join the courses and personal characteristics relevant to the career, among others. These needs, it can be concluded, are not met adequately through the existing information sources. This is because the girls seek information largely and most preferably from the career teacher, career guides/booklets and newspapers. Others sources that girls also seek information from are TV, radio, professionals in that field and any teacher. Access to information is hampered because the resources are inadequate, outdated, not diverse, shallow and few for the school population. This means that the information needs are not satisfied by the existing sources. Coupled with this is the fact that the career teacher has no written program and therefore he/she has to use his/her ingenuity in spite of his/her being overworked and lacking informational resources. This makes career information provision inadequate. Parents, friends and relatives may not be well informed on career trends and changes in society. They may therefore advise students to opt for

occupations mainly because of prestige and glamour. Such careers as medicine, law and mass media were the most preferred in this study, yet the majority of those students will not even make it to the university let alone get grades for such prestigious programs. Salami (2008) reported that students select occupations mainly because of the salaries, positions, glamour and prestige attached to them. For instance, most young people prefer medicine, engineering, law, banking, architecture and pharmacy as professions they intend to enter into upon graduation from school without adequate knowledge of what it takes to succeed and achieve in those occupations.

Career activities are almost non-existent in all the schools except for the occasional professional who is rarely invited in the school. This is due to lack of adequate funding.

This scenario has led to girls choosing careers that are not suitable for them. Kithyo and Petrina (2005) concur with this when they reported in their research that “students were quite confused when called upon to choose careers basically without any information whatsoever.”

Girls, career teachers and national officials suggested that to alleviate career information poverty, there is need for the MoE to ensure publication and delivery to schools of career information resources, both print and electronic, training of career teachers in career guidance and counseling, writing up a career guidance program, interpretation and implementation of career information policy in schools which will lead hopefully to career guidance and counseling being put in the timetable.

Career information plays a vital role in girls' choice of suitable careers. This will in the end lead girls to play their roles in socio-economic development of the country effectively and efficiently.

Provision and access to career information to girls in secondary schools is not adequate or effective. Factors that contribute to their inadequacy and ineffectiveness have been identified and possible solutions to these factors that contribute to the inadequacy and ineffectiveness of career information and access have been suggested. The table below proposes the role of stakeholders in the career education process and the expected results.

Proposed Role of Stakeholders in Career Education Process

\Stakeholder	Responsibility	Activity	Time	Results
Ministry of Education	Train career guidance teachers	Seminars/workshops/ formal training	Immediately career teacher is appointed	Career teachers with skills and knowledge
Ministry of Education and career teachers	Train peer career counselors	”	Immediately they are appointed	Convenient career information dissemination
Community/Constituent Development Fund/Ministry of Education	Put up model career resource centre with print & non print resources in the most accessible school for the common good of all schools in Nyahururu Division	Identify the most accessible school and putting up of a model resource centre	Immediately a steering committee is in place	Model resource centre through pooling of resources
Career Teachers	To advocate for establishment of mechanism and structures to enable communication flow from the headquarters to schools	Strengthening Guidance and Counseling Teachers Associations	Immediately	Communication flow. Better interpretation and articulation of guidance policies. Career guidance will be on the timetable
All stakeholders	Writing of career guidance programs for all schools for Forms 1 to 4	Seminars/Workshops	Immediately	Uniform career guidance programme.

In her conclusion to her study, McNicol (2005) gave the following examples of good practices in the provision of career information in schools that she observed in her research; which this researcher hopes could be used to bench mark on career guidance and counselling in secondary schools in Kenya. These include:

- Making careers computer programs available across the school network.
- The use of good display techniques for careers literature in the career resource centre e.g. face-on displays in magazine/racks and attracted displays.
- Residential stays at local university for year 11 students.
- The use of outside speakers as a key part of the Career Education and Guidance program.
- Visits to outside organizations and events e.g. careers fairs.
- The presence of local colleges at open evening and parents evenings.
- Having a specialist Career Education and Guidance delivery team who have developed skills in this area.
- Plentiful day release and work experience opportunities.
- Providing activities and information to support parents in guiding their child's career choices.
- Activities to start students thinking about career options from early age.

These good practices that McNicol (2005) observed are comparable to solutions that are given in this study to the challenges in career information access. Those that have not been given in this study such as “the presence of local colleges at open evenings

and parents evenings” and “residential stays at local university for Year 11 students” should be customized to fit into the Kenyan situation.

5.4 Recommendations

The following recommendations have been made arising from the findings and conclusions.

5.4.1 Seminars/Workshops/Short Courses for Career Teachers

Career teachers, it was found, hardly go for seminars. Majority of them said they have never heard of them. It was also found out that the only training the career teachers had was the degree training that basically every teacher goes through. **It is recommended to the Ministry of Education decision makers to ensure that every career teacher gets trained in career guidance and counseling upon being appointed.** The training/exchange of ideas and notes in seminars will build the teachers capacity and capabilities for career guidance and counseling. Such seminars/workshops/training would help career teachers to know how to guide their students even though they may face scarcity of resources and funds. In such seminars/workshops/training, resolutions should be drawn and communicated to the MoE and all other stakeholders in the education sector. **Apart from this, a career guidance program for all schools can be drawn and written down by career teachers in a seminar/workshop/training and then recommended to the MoE for adaption.** In this way, the schools in Laikipia West District, for example, would have a uniform curriculum for career guidance and counseling and this would ease the work of the career teacher greatly because he/she will have something to fall back on and sharing of ideas with other career teachers will be eased.

Apart from the MoE, other community based organizations and CDF could be approached by such organizations as Laikipia West Guidance and Counseling Teachers' Association to give funding and facilitation to hold seminars/workshops/short courses. This would help to supplement what the MoE is doing toward career information provision and access. In such seminars, teachers and other education stakeholders would get homegrown solutions to problems on career guidance such as scarcity of career information resources. For example, in such a forum they can decide on creating a model resource centre in the most accessible school. Teachers can pool career information resources and borrow from it for the common good of all cooperating schools. Such a resource centre should have career books, magazines, videos, films, brochures and internet services, among others. Career teachers can use and borrow the resources for the good of their students.

5.4.2 Career Guidance and Counseling Policies Interpretation and Implementation in Schools

Since the creation of Guidance and Counseling Unit in the MoE in 1967 and the Government of Kenya (1988) report that recommended the establishment of the guidance and counseling programs in schools; a vacuum is apparent between the guidance and counseling in schools and the unit in the MoE headquarters. The government officers, as they reported to the researcher, are involved in policy making and implementation.

The career teachers in all the schools did not seem to have a smooth flow of communication with the units in the headquarters. There were no appropriate

established communication mechanisms and support structures among the government officers themselves; and between the government officers and career teachers in schools. This created a de-link between the policy makers and implementers. Therefore, the career teachers did not understand the role of the units, nor did the government officers understand why the career teachers were not delivering.

The study recommends that career teachers should aggressively advocate and seek for creation and establishment of mechanisms and structures to enable communication to flow. This will lead to policies being communicated to them. Publications emanating from the units will also flow to every career teacher in every school. The situation at present is such that free publications from the units do not reach all schools. The policies on guidance and counseling are not known to career teachers.

Teachers in Kenya are very aggressive when it comes to demanding their rights. The researcher hopes that they can demand their right to flow of information from the units to them.

5.4.3 Networking with Consultancies

It is recommended that consultancies which provide career guidance mainly to secondary schools and Form four leavers, for example, Educational Worldwide Career and Counseling Consultancy – Nairobi, The Career Counseling, Guidance and Preparatory Centers (CCGPC), Peak Performance International should be approached by career teachers through their organizations e.g.

Laikipia West Guidance and Counseling Teachers' Association to avail their services to the students and even to train career teachers. This would create a good forum for networking with others who are in the career guidance business. The dividends that career teachers will reap are self confidence as they go about career counseling and quality career guidance to students.

5.4.4 Career Assessment Needs Survey

Career information needs of girls in secondary schools have been identified as the need to know universities and campuses offering the courses of the students' choice, subject requirements of the various courses, financial assistance for the courses, job opportunities on completion of the course, duration of the study and personal characteristics relevant to the career. These needs, if not met, contribute to students' inability to choose the career/courses that are suitable for them and this in turn leads to girls entering the wrong careers.

It is recommended that career teachers conduct assessment needs survey on career information needs of girls in secondary schools in order to address those needs specifically and accurately. The society is rapidly changing due to technological advancement. Employment trends will keep changing and this will have a ripple effect on career information needs of the girls. Career assessment needs surveys should be regularly and frequently done. The girls will benefit by making informed career decisions.

5.4.5 Career Information Resources, (Human and Material)

It was found that girls access to information sources, services and activities did not satisfy the information needs because the resources were few, incomprehensive and lacking in diversity. **It is recommended that career information sources should be commensurate with career information needs of girls.** The MoE should see to it that more career information sources are published and distributed to schools as it does with other subjects in secondary schools. The government also should give greater funding to ensure that career activities e.g. visits to organizations are done. Since resources are limited, the MoE *Career Guidebook for Schools* should be maximally delivered to all schools. Career teachers who are the most preferred source of career information should be trained for it was found that career guidance teachers did not have the knowledge base to do career guidance and counseling effectively.

It is recommended that school libraries should be reinvigorated through adequate funding by the community and government. School principals should spearhead this endeavor. The right caliber of staff for the library should be employed so that they can acquire, organize and store career information resources. Dissemination of career information from school libraries would enable girls to access career information conveniently.

The MoE should work together with the Ministry of Communication in order for the mass media (Newspapers, T.V, Radio) to publish programmes on career information to create awareness on the need of career guidance and counseling. The MoE should

ensure that articles to guide students on careers are written on papers since girls stated that this is an important source of career information.

It is recommended that career teachers through the auspices of the Laikipia West District Guidance and Counseling Teachers' Association should create a model resource centre in an accessible school. Career teachers should meet and agree to pool career resources and borrow from it for the common good of all co-operating schools. Such resource centre should have career books, magazines, videos, films, brochures and internet services among others. Teachers could borrow for the use of their students. This would strengthen resource sharing and networking for the benefit of all.

5.5 Suggestions for Further Research

The study examined provision and access to career information to secondary school girls in Nyahururu Division and ascertained the extent to which their needs are met by the existing information sources, with a view to improving its availability. The study findings established that career information plays a critical role in the grades acquired in the examinations, career choices and the development of the girls. As noted in the literature review, there has been limited research attention known to this researcher that has adequately addressed these aspects in the study area and country. This study, therefore, suggests the following areas for further research as a way of filling in the gaps in career guidance and counseling.

- a) A similar study should be carried out on provision and access to career information to secondary school girls in urban centers. The study was

conducted in rural setting in Nyahururu. It would be important to know how urban secondary school girls access information on careers. This would help career teachers, MoE, parents and other stakeholders to know what information services, sources and activities they should use in providing career information to urban girls. Such a study would also help in establishing whether career information needs of urban secondary school girls are met because the study found out that career information needs of the rural girls are not adequately met.

- b) An investigation into the factors that affect career guidance and counseling policies interpretation and implementation in schools. Career guidance and counseling policies have not been adequately interpreted and implemented in secondary schools. Many career teachers are not even aware of such policies. There is need to explore what factors militate against interpretation and implementation of career guidance and counseling policies. Such an investigation would also recommend establishment of mechanisms and structures of information flow from the MoE National headquarters guidance and counseling units to the schools.

- c) Gender and career choices of secondary school students.

The study population was on girls in secondary schools. The rationale in studying girls was that girls have cultural expectations, stereotyping, societal attitudes and discrimination to overcome in their struggle to access information needs and careers. The suggestion for further research is whether gender is a variable that determines a student's ability to make a mature career decision. Many studies have reported that when girls choose careers they have in mind the

future roles as wives, mothers, care-givers e.t.c. which affect their career choices. They also think of themselves as physically weak not equal to careers as mechanical engineers, motor vehicle mechanics, among others. They also think that they will be adequately provided for by their husbands. (Salami, 2008; Kithyo, 1999; Osoro, Amundson and Borgen, 2000). They do not want to excel in the academics because this might put off eligible men from approaching them for marriage. Girls are also said to be poor in mathematics and pure sciences. Taking this into consideration, the researcher suggests that further research should investigate how gender affects the career maturity of secondary school students.

5.6 Achievements of the Research

The study sought to examine of the provision and access to information on careers to girls in secondary school in Nyahururu Division; and ascertain the extent to which their needs are met by the existing information sources, with a view to improving its availability.

The study established that girls' career information needs are not met by the existing information sources. This is because the career teacher who is the most preferred source of career information by girls faced the following challenges in providing career information.

- Comprehensive, current, diverse career information resources were scarce to come by. This means that the career teacher did not have accurate, comprehensive, current information that he/she could pass on to the girls.

- Career teachers had no training to give them knowledge base capacity and capability in career guidance and counseling. The career teachers were expected to give career guidance and counseling without any training whatsoever despite career guidance and counseling being very complex because of the rapid changes in technology, employment, social and educational trends which results to changes in training, career entry and development, marketability and success in the job.
- Heavy workload of career teachers. Career teachers have equal teaching load to all other teachers, and on top of this, he/she is appointed career teacher. To make matters more difficult for the career teacher, career guidance and counseling is not timetabled in most schools. This means that the overloaded career teacher can only meet students when he/she is able to make time for career guidance and counseling which is rare. Most teachers stated that they met students in Form two third term to help them choose subjects and in Form four third term to help them fill in the university forms. This is not adequate career guidance to students.
- Inadequate funds. Career teachers were not facilitated to organize career activities such as educational tours to organizations or exhibitions. Career teachers main activity was the academic days/educational days/clinics which were organized for the entire school. Occasionally, a professional guest speaker was invited.
- Guidance and Counseling Units in the headquarters and the career teachers in schools did not have appropriate established mechanisms and support structures to enable information flow. The government officers felt that the career teachers were not interpreting and implementing the policies well. Some of the teachers

on the other hand were unaware of the existence of such units. There ought to be an establishment of appropriate structures of communication.

- Career guidance and counseling should be done by all stakeholders in the education sector in a spirit of team work. Career guidance and counseling should be put at the centre of the education system for it determines the academic and career success at present and in future for the students.

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APPENDIX 1

Moi University,
School of Information Sciences,
P.O. Box 3900,
ELDORET
April, 2008

The Principal,
----- Secondary School,
P.O. Box-----
Nyahururu.

Dear Sir/Madam,

RE: Request for Permission to Collect Data on Provision and Access to Career Information to Secondary School Girls in Nyahururu Division.

I am a post graduate student at the School of Information Sciences, Moi University, Eldoret, pursuing a Doctor of Philosophy degree. I am undertaking research on the subject "Provision and Access to career information to secondary school girls in Nyahururu Division" in partial fulfillment of my Doctor of Philosophy. I would like to request for permission to collect data from your career teachers; and Forms 3 and 4 girls in your school.

The purpose of this research is to examine the provision of career information to girls in secondary schools in Nyahururu Division; and ascertain the extent to which their needs are met by the existing information sources.

Obtaining credible information is crucial. Your school has been selected as one of those that can give the necessary information. The results of this study will provide insight into the challenges of provision of career guidance information. The study will also suggest practical solutions to effective dissemination of career information. The information that will be collected from your school will be treated as confidential and will be used only for this research.

I will be grateful for your assistance in this regard.

Yours faithfully,

Monica Rukwaro.

APPENDIX 2

Moi University,
 School of Information Sciences,
 P.O. Box 3900,
ELDORET

April, 2008
 Guidance and Counselling Unit Officer,
 ----- Headquarters
 P.O. Box-----
Nyahururu.

Dear Sir/Madam,

RE: Request for an Interview on Provision and Access to Career Information to Secondary School Girls in Nyahururu Division.

I am a post graduate student at the School of Information Sciences, Moi University, Eldoret, pursuing a Doctor of Philosophy degree. I am undertaking research on the subject "Provision and Access to career information to secondary school girls in Nyahururu Division" in partial fulfillment of my Doctor of Philosophy.

The purpose of this research is to examine the provision of career information to girls in secondary schools in Nyahururu Division; and ascertain the extent to which their needs are met by the existing information sources.

Obtaining credible information is crucial. You have been selected as one of those that can give the necessary information since you play a role in the students' choice of careers. The researcher would like to request for an appointment to interview you.

The results of this study will provide insight into the challenges of provision of career guidance information. The study will also suggest practical solutions to effective dissemination of career information.

The information that will be collected from you will be treated as confidential and will be used only for this research.

I will be grateful for your assistance in this regard.

Yours faithfully,

Monica Rukwaro.

APPENDIX 3

Moi University,
 School of Information Sciences,
 P.O. Box 3900,
ELDORET

April, 2008

The Career Teacher,
 ----- Secondary School,
 P.O. Box-----
Nyahururu.

Dear Sir/Madam,

RE: Request for an Interview on Provision and Access to Career Information to Secondary School Girls in Nyahururu Division.

I am a post graduate student at the School of Information Sciences, Moi University, Eldoret, pursuing a Doctor of Philosophy degree. I am undertaking research on the subject "Provision and access to career information to secondary school girls in Nyahururu Division" in partial fulfillment of my Doctor of Philosophy.

The purpose of this research is to examine the provision and access to career information to girls in secondary schools in Nyahururu Division; and ascertain the extent to which their needs are met by the existing information sources.

Obtaining credible information is crucial. You have been selected as one of those that can give the necessary information since you play a role in the students' choice of careers. The attached interview schedule is for you to respond to.

The results of this study will provide insight into the challenges of provision of career guidance information. The study will also suggest practical solutions to effective dissemination of career information.

The information that will be collected from you will be treated as confidential and will be used only for this research.

I will be grateful for your assistance in this regard.

Yours faithfully,

Monica Rukwaro.

APPENDIX 4

Moi University,
 School of Information Sciences,
 P.O. Box 3900,
ELDORET

April, 2008
 The student,
 ----- Secondary School,
 P.O. Box-----
Nyahururu.

Dear student,

RE: Enclosed Questionnaire on Provision and Access to Career Information to Secondary School Girls in Nyahururu Division.

I am a post graduate student at the School of Information Sciences, Moi University, Eldoret, pursuing a Doctor of Philosophy degree. I am undertaking research on the subject "Provision and access to career information to secondary school girls in Nyahururu Division" in partial fulfillment of my Doctor of Philosophy.

The purpose of this research is to examine the provision of career information to girls in secondary schools in Nyahururu Division and ascertain the extent to which their needs are met by the existing information sources.

Obtaining credible information is crucial. You have been selected as one of those that that can give the necessary information since you are seriously thinking of making career choices. The attached questionnaire is for you to fill in.

The results of this study will provide an insight into the challenges of provision of career guidance information. The study will also suggest practical solutions to effective dissemination of career information.

The information that will be collected from you will be treated as confidential and will be used only for this research.

I will be grateful for your assistance in this regard.

Yours faithfully,

Monica Rukwaro.

APPENDIX 5

Provision and Access to Career Information to Secondary School Girls in Nyahururu Division.

Questionnaire to Girls in Secondary Schools in Nyahururu Division

Instructions to Respondents

- i) Please respond to ALL the questions in all sections. There is no RIGHT or WRONG answer.
- ii) Please respond appropriately to each question by filling in the blanks or ticking your favorable response.

Section A

Students' Personal Information

School: _____

Class – Tick whichever is appropriate

Form 3

Form 4

Age:

11-15 years

16-20 years

Section B

Career Choice

1. Do you aspire to join university or middle level college (e.g. polytechnic or any other college) after secondary school?

Yes

No

2. If no, what do you intend to do after school?

3. If yes, why do you want to pursue further education?

4. What course(s) do you intend to pursue?

Write them down in order of preference.

a) _____

b) _____

c) _____

5. How did you come to know about the courses you intend to do? You can tick more than one.

i) Principal

ii) Career teacher

iii) Subject teacher

iv) Radio

v) T.V.

- | | |
|---|--------------------------|
| vi) Newspaper | <input type="checkbox"/> |
| vii) The school library | <input type="checkbox"/> |
| viii) Community (Friends, neighbors) | <input type="checkbox"/> |
| ix) Home (Parents, relatives) | <input type="checkbox"/> |
| x) Publications (Booklets, magazines, books, catalogues) | <input type="checkbox"/> |
| xi) Internet | <input type="checkbox"/> |
| xii) Meeting or knowing somebody in the professional | <input type="checkbox"/> |
| xiii) Personal contact (Meeting or knowing somebody in
the professional) | <input type="checkbox"/> |
| xiv) Any other(s). Please state below. | |
-

6. Explain how you arrived at choosing the courses(s) you have indicated?

Career Information Needs.

7. Is the career information made available to you adequate to assist you to choose a good course or career?

Yes

No

8. If your answer is yes, why?

9. If your answer is no, why do you think so?

10. Do you feel you need further information on the courses you intend to do in the University, College or the Career you intend to join?

Yes

No

11. If you answer to question 10 is no, state why?

12. If your answer to question 10 is yes, what kind of information do you feel you need? (You can tick more than one)

i) Universities and campuses offering the courses of your choice

ii) Job opportunities on completion of the courses

iii) Subject requirements of the various courses

iv) Duration of the study

v) Financial assistance for the courses

vi) Any other. Please state below

13. How best would you like the information in Question 12 delivered to you?
Please rank from best preferred by indicating (i) to least preferred by indicating (vi) in
the boxes provided

i) By the career teacher.

ii) Educational tours to various organizations.

iii) Inviting people in the professions to speak to us.

iv) Through books, magazines, brochures.

v) Through subject teachers relating what they teach to the careers.

vi) Any other. Please state below

14. Do you find the school library useful in providing information on careers?

Yes

No

15. If your answer is yes, state why?

16. If your answer is no, state why?

Information Seeking Habits

17. Do you seek information on career?

Yes

No

18. If no, state why?

19. If your answer to Question 17 is yes, how do you seek the information?

i) Ask the career teacher

ii) Read newspapers, magazines, brochures, etc.

iii) Ask friends

iv) Ask parents and relatives

v) Ask the principal

vi) Ask any teacher

vii) Watch TV, listen to the radio

viii) Visiting school library

ix) Any other(s)

20. How useful is the information you get from any of the sources in Question 19?

i) Very useful

ii) Useful

iii) Not useful

21. If your answer to Question 20 above is not useful, please give reasons.

Information Resources

22. Which of the following career information sources are available in your school?

i.	Career guides/ booklets	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
ii.	Career teacher	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
iii.	Radio	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
iv.	TV	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
v.	Video	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
vi.	Film	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
vii.	Newspapers	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
viii.	Magazines	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

- | | | | | | |
|-----|----------------------------------|-----|--------------------------|----|--------------------------|
| ix. | University calendars | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| x. | Colleges, institutions brochures | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| x. | Internet | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| xi. | Library | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

State any other.

1. _____
2. _____
3. _____

23. Which of the resources mentioned above do you find most useful? List three of them in order of usefulness to you.

1.

2.

3.

24. Which of the following activities and services does your school organize?

- | | | | | | |
|------|---|-----|--------------------------|----|--------------------------|
| i) | Careers day | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| ii) | Educational tours to organizations | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| iii) | Inviting professional guest speakers | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| iv) | Provision of brochures, magazines, books | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| v) | Visits to organizations, colleges, universities | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

vi) Any other. Please specify. _____

Career Guidance

25. Do you have a career guidance teacher in your school?

Yes

No

26. If your answer to Question 25 is yes, does he/she have a time on the time-table to meet you?

Yes

No

27. If the answer to Question 25 is no, please state why?

28. Where do you meet the career information teacher?

i) In classroom.

ii) In his/her career office

iii) In the field

iv) Any other. Please specify. _____

29. How often do you meet?

i) Once a week

- ii) Twice a week
- iii) Once in two weeks
- iv) Once in a month
- v) Once in a term
- vi) He/she rarely meets us
- vii) Any other. Please specify _____

30. How often do you talk to the career teacher individually?

- i) Rarely
- ii) Never
- iii) Frequently
- iv) Very frequently
- v) Whenever I need information

31. If your answer to question 30 is never, give reasons why?

Subject Teachers

32. Do your subject teachers relate the subjects taught with careers?

- Yes
- No

33. If the answer to Question 32 is yes, do you find the link adequately explained?

Yes

No

34. How helpful are your subject teachers in your understanding careers?

i) Very helpful

ii) Helpful

iii) Not helpful

Parents / Guardians

35. Do your parent(s) / guardian(s) offer career guidance to you?

Yes

No

36. If the answer to Question 35 is yes, do you find the information helpful?

37. If no, please state why?

38. Do your parent(s) / guardian meet your career teacher in order to give you career guidance?

Yes

No

39. If the answer to question 38 is yes, how often do they meet?

i) Once a term

ii) Twice in a term

iii) Never

iv) Any other _____

40. How helpful has their meeting been to you?

i) Very helpful

ii) Helpful

iii) Not helpful

Adequacy of Career Information

41. Do you find the career information available to you in school adequate?

Yes

No

42. If the answer to Question 40 is no, state why you think so?

Perception of Career Information

43. Do you consider career information important to you?

Yes

No

44. If your answer to question 42 is yes, please explain.

45. If your answer to question 42 is no, please explain why?

46. Will career information help you in deciding the career of your choice?

Yes

No

47. If your answer to question 45 is yes, explain how it will help you.

48. If your answer to question 45 is no, explain why it will not help you.

Problems to Access of Career Information

49. What problems do you experience in obtaining career information? You can tick more than one. Indicate this by ranking them in the boxes provided so that (i) is for the greatest problem and (vi) for the least problem.

- | | |
|--|--------------------------|
| i) Lack of career guidance teacher | <input type="checkbox"/> |
| ii) Lack of books, brochures on careers | <input type="checkbox"/> |
| iii) Lack of career activities (e.g. educational tours, debates) | <input type="checkbox"/> |
| iv) Subject teachers do not relate what they teach to careers | <input type="checkbox"/> |
| v) Lack of guidance from the principal | <input type="checkbox"/> |
| vi) Any other(s). Please state _____ | |

50. What should be done so that you can access career information in the best way?

Please explain.

APPENDIX 6**Provision and Access to Career Information to Secondary School Girls in
Nyahururu Division****Interview Schedule for Teachers in Charge of Career Guidance and Counseling:****Section A****Background Information**

1. Name of your school

2. Designation

3. Academic qualifications _____

Diploma

Degree

Any other. Please specify _____

4. Number of years of teaching experience _____

0 – 2 years

3 – 5 years

6 – 8 years

9 -11years

Above 12years

Section B**Career Teachers**

1. Do you have a career guidance and counseling department?

Yes

No

2. If no, please state why.

3. Is the department effective in meeting the career information needs of students?

Yes

No

4. If your answer to question 3 is No, why?

5. Do you attend any seminars, conferences, workshops, or courses on career guidance and counseling?

Yes

No

6. If no, explain why?

7. If yes, state how useful they are to you.

8. Do you have a career guidance program?

Yes

No

9. If no, please state why?

10. If yes, briefly describe the career guidance program?

11. Do you consider the program comprehensive?

Yes

No

12. If no, what can be done to make the program comprehensive?

Provision of Career Information

13. How do you provide career information to students?

- | | |
|--|--------------------------|
| i) As a group in their classes | <input type="checkbox"/> |
| ii) Individually | <input type="checkbox"/> |
| iii) Through career activities (e.g. tours, debates) | <input type="checkbox"/> |
| iv) By giving students reading materials on careers | <input type="checkbox"/> |
| v) Any other. Please specify | |

14. How often do you meet students to provide career information?

- | | |
|-------------------------------------|--------------------------|
| i) Once a week | <input type="checkbox"/> |
| ii) Twice a week | <input type="checkbox"/> |
| iii) Once a fortnight | <input type="checkbox"/> |
| iv) Once a term | <input type="checkbox"/> |
| v) Twice a term | <input type="checkbox"/> |
| vi) Any other. Please specify _____ | |

15. Is this time allocated in the timetable?

- | | |
|-----|--------------------------|
| Yes | <input type="checkbox"/> |
| No | <input type="checkbox"/> |

16. If the answer to question 15 is No, state when you meet the students.

17. Where do you meet the students?

i) In the staffroom

ii) In the classroom

iii) In the field

iv) Any available place

Career Information Resources

18. Does the Ministry of Education provide career information resources?

Yes

No

19. If yes, explain what these are

20. If no, why

21. Are there any other resources available in the school that are accessible to the students?

Yes

No

22. If your answer is yes, briefly describe these resources?

23. If no, why?

24. Is there a career guidance room where students can make use of these resources?

Yes

No

25. If yes, explain how adequate the room is.

26. If no, why?

27. Do you consider the resources adequate to the students' career needs?

Yes

No

28. If your answer to question 27 is No, explain why?

Career Awareness and Services

29. Do you invite guest speakers to talk to the students on careers?

Yes

No

30. If yes, how often? _____

31. If no, why? Explain _____

32. Do you invite former students to come and talk to the students?

Yes

No

33. If the answer is yes, how useful are they?

34. Are subject teachers involved in career guidance and counseling?

Yes

No

35. If the answer is yes, explain how they are involved.

36. If no, please state why?

37. Is the principal supportive in career guidance?

Yes

No

38. In which ways do you involve the Principal in career guidance?

39. Are parents involved in career guidance and counseling?

Yes

No

40. If the answer is yes, explain to what extent they are involved

41. If the answer is no, explain why they are not involved.

42. How useful are parents in supplementing efforts in career guidance? Please explain

43. Do you take students out to visit institutions of higher learning to motivate them for higher learning?

Yes

No

44. If no, why?

45. Does your school conduct careers day?

Yes

No

46. If yes, how effective is it?

Perception of Career Information

47. Do you consider provision of career information to students important?

Yes

No

48. If yes, why?

49. If no, why?

50. From your experience, does the career information they are provided in school influence the choice of career?

Yes

No

51. If yes, how?

52. If no, why?

Effectiveness of Career Information Provision

53. How effective are career information resources in your school?

54. Give two main challenges encountered in the provision of career information.

i) _____

ii) _____

55. Give two solutions to challenges encountered in the provision career information.

i) _____

ii) _____

56. State any recommendations that you can give to improve career guidance and counseling in secondary schools.

APPENDIX 7**Provision and Access to Career Information to Secondary School Girls in
Nyahururu Division****Interview Guide for Guidance and Counseling Officers in the Headquarters****SECTION A****Background Information**

1. Name: _____

2. Level of headquarter: National
- Provincial
- District
- Divisional

3. Number of years of experience in the Guidance and Counseling Unit at the
headquarters:

- 0 – 2 years
- 3 – 5 years
- 6 – 8 years
- 9 – 11 years
- Over 12 years

SECTION B:**Guidance and Counseling Unit's Work, Activities and Interactions**

4. Could you please tell me what you do in the Guidance and Counseling Unit?

5. What interactions does the Guidance and Counselling Unit have with other Units at other levels below and /or above it?

SECTION C:**Guidance and Counseling Policies and their Implementation**

6. What is the role of the Guidance and Counseling Unit in policy making?

7. What policies have been drawn on guidance and counseling?

8. Are there policies specifically on career guidance and counseling in secondary schools?

9. How does the Guidance and Counseling unit ensure that the policies are:

(a) Known by the schools?

(b) Implemented by the schools?

SECTION D:

Guidance and Counseling Resources

10. What kind of resources does Guidance and Counseling Unit give to the schools?

SECTION E:**Effectiveness of Guidance and Counseling Unit**

11. What are the strengths of the Guidance and Counseling Unit?

12. If you had the power to change the Guidance and Counseling Unit, what would you do different?

SECTION F:**Challenges of the Guidance and Counseling Unit**

13. What are the challenges in the Guidance and counseling Unit?

14. What solutions can you propose to these challenges?

SECTION G:

Career Information Provision and Access

15. How does Guidance and Counseling Unit contribute to provision and access of career information to secondary school girls?

16. Is there any comment you would like to make in relation to provision of career information in secondary schools?

APPENDIX 8

PUBLIC SCHOOLS IN NYAHURURU

	SCHOOL	TYPE
1.	NDURURUMO	Mixed Boarding
2.	MUNYAKA	Mixed Day
3.	NJONJO	Girls Boarding
4.	IGWAMITI	Mixed Day
5.	NGARENARO	Mixed Day
6.	NDURURI	Mixed Day and Boarding girls only
7	SHAMANEI	Mixed Day

APPENDIX 9**PRIVATE SCHOOLS IN NYAHURURU**

	SCHOOL	TYPE
1.	KINGS HILL	Mixed Boarding
2.	LAIKIPIA HIGH SCHOOL	Mixed Boarding
3.	FALLING WATERS	Mixed Boarding
4.	ST. CECILIA	Girls Boarding
5.	EWASO NYIRO	Mixed day
6.	ST. BERNARD	Mixed Boarding
7.	HEROES OF THE NATION	Mixed Boarding
8.	FOUNTAIN OF HOPE	Mixed Day
9.	GRACELAND GIRLS	Boarding
10.	ST. LUKE	Mixed Boarding
11.	ACTION PRAISE	Mixed Boarding
12.	ST PAUL	Mixed Boarding