ASSESSING FACTORS THAT AFFECT CAREER GUIDANCE IN SECONDARY SCHOOLS IN KANDARA DIVISION, MARAGWA DISTRICT, KENYA

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DECLARATION

This project is my original work and has not been presented for a degree in any other University.

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I dedicate this work to my wife Jennifer with love and gratitude. She was tested and approved as a caring partner in this project. Her immeasurable patience and confidence gave me the energy to move on and on.

To my loving mother Damaris whose prayers and desire for a degree in her household now accomplished, I say God bless her.
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To my wife Jenniffer; her state of the art typing skills gave this work a unique taste. To my family I say thank you for the patience they all had during my moments of absence. I thank God almighty for the opportunity granted to do this study, the provision that was made, and the grace that was all sufficient to accomplish this great task.
ABSTRACT

The purpose of this study is to investigate the problems of Career guidance in selected Secondary Schools of Kandara Division of Maragwa District, Kenya.

The sample comprised of five schools namely Gaichanjiru High School, Githunguri Girls, Kariti Mixed, Kariguini Secondary Schools and Mukerenju Secondary. All these schools have a working Guidance and Counselling programmes. The researcher drew forty students from each selected school, giving a total of two hundred students. The total respondents were 205.

The researcher administered questionnaires to students and teacher counsellors. Two questionnaires were used to collect data, one teacher questionnaire (Appendix A) and pupils questionnaire (Appendix B). In order to analyse the data, the responses from questionnaire were presented in tables, frequencies, percentages and means for comparison. The research instruments were pre-tested at Sabasaba Secondary School which was not involved in actual study. This was important because it provides a quality test of the discrepancies between observed and expected frequencies in a comparison. A t-test was carried out to test the significance, differences and test hypothesis.
The results of the study recommended that career teachers should strive to cover all areas of career to help their students. Also, career teachers should be in-serviced to equip them with professional skills in career guidance. They should be given fewer lessons to enable them have time with students. Schools should set aside funds for administering career guidance like any other school subject. Further recommendations were that the same research to be extended to other areas i.e divisions and districts. Future researchers could study other guidance not covered in the study. A study should be carried out among upper primary pupils to find out if they were aware of careers and if they are working towards careers of their choice.
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CHAPTER ONE: INTRODUCTION

1.1 BACKGROUND TO THE STUDY

The guidance movement which many authorities have given credit as being the origin of counselling began in USA in the first decade of 1900. Counselling and guidance services rapidly expanded in 1958 due to the large increase in government support. The government support was to counter balance the discrepancy in technology between USA and U.S.S.R after the later launched Sputnic I.

In Kenya, guidance can be traced back a few years before independence. There was a realization that independence was about to come and the young nation was preparing for manpower development.

For this reason, vocational guidance was seen very necessary as Kilonzo noted in (1980) "at the end of 1962, the Ministry of Labour in conjunction with the Ministry of Education decided on some ways to give vocational guidance with the help of career masters" (pg 5). This marked the beginning of Guidance programme in Kenya. Schools informal guidance had been going on at family levels for many years. Traditionally elders managed all social institutions.
Kilonzo (1980) in his paper on Guidance and Counselling in Kenya observed that in 1964, the Ministry of Labour, department of services was strengthened so as to give career guidance to schools leavers. This was due to the fact that high level man power requirements were greatly needed to both government and private sectors. The need for personnel was highlighted later by a report issued by Ford Foundation in 1964. It recommended career guidance hand book be available to teachers (career masters) to pass information to all the major fields i.e. important information occupation in each field, requirements in each occupation expected pay and advancement.

In 1965, the Ministry of Labour produced a pamphlet "choosing careers" in which advice on careers could be obtained. The same information was to be passed on to the students by career masters. The pamphlet recommended involvement of individual employers. The later were requested to submit the description of available jobs and how new recruits could be introduced in the industry.

The pamphlet introduced career masters and employers for a method of comprising and using school reports and job description in a way that would facilitate the giving of career advice and recruitment of secondary school learners into employment observed Kilonzo (1980).
In 1971, the government effected the recommendations of the earlier established Ominde report; the schools should provide guidance to students. The government established a sub-section within the inspectorate section to deal with implementation of guidance in schools. A booklet on careers was published for career masters in schools. There were regular teachers who were appointed to offer some career guidance to students in addition to their teaching load.

The 1974-1976 Government plans recommended that the Ministry of Education allow the Guidance and Counselling teachers more time to attend to students needs. These teachers taught and counselled students.

The report of the National Commission on Education objectives and policies (referred to as Gachathi report (1976) recommended that teachers undergoing training take a compulsory course in Guidance and Counselling. They were supposed to teach and guide as well. The single unit given to teachers did not adequately prepare them to offer effective guidance and counselling to students.

Further progress in establishing Guidance and Counselling in schools was made by the Government development plan of 1979-1983. It recommended establishment of Guidance and Counselling into the teacher training curriculum at both college and university levels.
The report of the presidential working party on Education and Manpower training for the next decade and beyond (Kamunge report of 1988 recommended that:

- Guidance and Counselling be decentralized. It was to be removed from the Ministry headquarters to district level.
- Senior teachers were to be appointed to be responsible for the G & S programme.

The K.I.E was given the responsibility of developing a suitable and relevant Guidance and Counselling syllabus.

The session paper No. 6 of 1988 expressed the government interest in expanding Guidance and Counselling program in secondary schools. It recommended the training of school heads and senior teachers to supervise the Guidance and Counselling programs that had been established.

The Kœech report of 1999, made the following recommendations:

- Positive cultural practices such as Guidance and Counselling that goes on during initiation ceremony to be encouraged and moderated to enhance social development of youth.
- Guidance and Counselling in schools and colleges be strengthened to become and active and available service on day-to-day basis to all students. Students
should receive help on social, academic, vocational and practical aspects of life.

- Trained teachers' counsellors to work with other teachers, parents, NGOs and religious bodies where necessary with children being consistently counselled against the use of violence as a solution to counter problems.

Curriculum and delivery be re-designed in a balanced manner to install a good virtual in the youth such as respect for one another, honesty, and co-operation.

Currently, the government is working to develop a Guidance and Counselling Policy for our education system. A consultative stakeholder's workshop was held at K.I.A from 2\textsuperscript{nd} to 6\textsuperscript{th} December 2001 for the purpose. When the policy is finally adopted it will introduce Guidance and Counselling program curriculum at all levels of our schools and institutions.

The counsellors will be able to work at achieving the counselling objectives identified at each level of education.

The Government dream of realizing this noble objective is becoming elusive. The policy towards establishing fully pledged Guidance and Counselling division in the Ministry is long overdue. On the ground, students are experiencing myriad problems due to the delay of implementing this program.
After completing form four level certificate, students are left without counsel on which way to take. The present study looks into these factors and makes recommendations.

1.2 STATEMENT OF THE PROBLEM

Education is considered as a basic right and basic need. In Kenya, the education system is so competitive. Students who perform well at each level of the national examinations i.e. K.C.P.E and K.C.S.E are allowed to advance to the next level of the system. Those that perform poorly are knocked out of the system or join less attractive schools and colleges. Some students who perform poorly in these examinations are forced out of the education system due to lack of adequate opportunities or career information and guidance.

At Secondary schools cycle, the students are under pressure, from parents and teachers to do well and join universities. The truth is that not everybody can qualify to the university and if they do, the opportunities are very limited. There is limited information given to students on tertiary/vocational institutions that the students can enroll and take good courses.

The government used to publish a career hand book detailing various institutions and the courses country wide but today these services have been halted.
The counselling aspect has overtaken guidance in secondary schools more emphasis has been put on solving students' psychological and psychosocial problems affecting them rather than giving information for future prospects. The last publication of the careers handbook was 1999/2000 edition.

Form four graduates have fallen prey of cheap commercial courses providing substandard services in major towns.

At Form two level where they choose subjects, the students have no guidance. They choose subjects without due considerations of future ambitions. Parents are no longer informed of various opportunities available for their children. They cannot provide guidance to their children on choice of future careers. Students who have qualified to university find themselves enrolling for courses they don’t fit. It has not been clear who is responsible for giving career guidance to our students in high schools.

This study finds out why a large number of high school graduates are lost in their search for dream careers.

1.3 PURPOSE OF THE STUDY

Based on the above background of the problem, this study analysed problems students are facing as a result of lack of career guidance in Secondary schools in
Maragwa District. The study justified why a large number of high school graduates are misplaced when they join tertiary institutions and universities.

It has made recommendations on establishment and creation of career programs in Secondary schools. The findings of this study will help students settle in their dream careers.

1.4 OBJECTIVES OF THE STUDY

Objectives of the study include:

1. Investigate the existence of career guidance programmes in secondary schools in Maragua District.
2. Find out the academic and professional qualification of career masters in the schools
3. Find out the types of career guidance offered in the schools.
4. Determine the frequency of guidance and counselling in the schools.
5. Suggests the best practices to improve career guidance in the schools.

1.5 RESEARCH QUESTIONS

There are myriad problems facing career guidance in Secondary schools. There has been a decline in education standards and performance in our secondary schools cycle due to poor guidance.
To this end, the questions that arise is how can the government improve on the career and guidance program to reduce wastage and enhance access to tertiary education and eventually good job placement after secondary school level?

The present study is guided by the following questions:

- Does Career Guidance services exist in all schools?
- What are the qualifications of the teacher counsellors?
- What emphasis does Career Guidance do to the future careers of students?
- Does career masters have resources to prepare students for future careers?
- What difficulties does career masters experiences in the course of preparing students for future careers?

1.6 SIGNIFICANCE OF STUDY

It is hoped that the findings of this study will yield information for use by policy makers and education planners so that they can develop a policy, curriculum, teacher preparation (training) and formulating in-service course programs that are necessary for implementation of an effective career education program for students at all levels of education.

The present study is useful to teachers and students, career masters and school heads in ensuring that adequate knowledge and information is disseminated to students before leaving school on choice of future occupation. The study
findings will help government, inspectorate, concerned stakeholders in education sector, private sector, colleges, universities in ensuring that the students joining them after school have adequate knowledge and are well prepared to face the challenges of their respective careers. It is also anticipated that the findings of this work will sensitize other researchers and readers in other areas not covered by the researcher in relation to career education in schools. The study equips planners with appropriate knowledge and skills to help them become useful members of the society.

1.7 ASSUMPTIONS OF THE STUDY

The following assumptions were made in study:

- All respondents would co-operate and provide reliable responses.
- Career Guidance does exist in secondary schools and already there are teachers who are responsible.
- The Government has established a policy on Career Guidance in schools.
- Parents are aware of importance of Career Guidance.
- Career Guidance is a compulsory ingredient in schools and in Guidance and Counselling programmes.
- Students can do without Career Guidance so long as they pass exams.
1.8 DELIMITATION AND LIMITATION OF THE STUDY

The following were the limitations of the study:

- The study limited itself to only one division in Kenya. For a conclusive result, all the divisions in Kenya should have been studied. However this was not possible due to financial and other logistic constraints e.g. inaccessibility and time.
- There is limited policy framework on Guidance and Counselling in Kenya; therefore there is little point of reference.
- The data was collected from 5 schools in the division hence it’s impossible to generalize the findings since the division has more than 40 schools.

1.9 DEFINITION OF CENTRAL TERMS

The present study includes the following key:

Counsellor : Any person officially recognized in secondary schools concerned with and accepting responsibility of assisting students out of their needs.
Guidance: A term that refers to the broad areas of educational activities and services aimed at assisting students to make and carry out adequate plans and achieve satisfactory adjustment.

8.4.4. Education system: Means an education system with 8 yrs of basic primary 4 yrs of secondary and 4 yrs of university.

Public Schools: Schools developed equipped and staffed by Government parents and communities.

Private Schools: Schools developed equipped and staffed by private bodies i.e. individual religious organizations and private bodies.

T.S.C: Body whose responsibility is to employ and post Teachers in all public schools on behalf of the government.
Counselling: A process by which individuals are helped to understand themselves and their problems better. They are helped to determine alternative course of action and their possible consequences so that they can choose a particular course of action.

**ABBREVIATIONS AND ACRONYMS**

K.I.E – Kenya Institute of Education.

G & C – Guidance and Counselling.

M.O.E.S.T – Ministry of Education.

Science and Technology.

K.I.A – Kenya Institute of Administration.
CHAPTER TWO LITERATURE REVIEW

2.1 INTRODUCTION

Anthony and Quranta (1968) defines Guidance as a process of development in nature by which an individual is assisted to understand, accept and utilize his ability aptitudes, interests attitudinal patterns in relation to his aspirations; He believes that the major purpose of Guidance is to assist students make up decisions.

Durojaiye (1972) states that Guidance and Counselling are two sides of a coin. Counselling is more inclusive process of Guidance; together they constitute that part of the total educative programme which helps to provide information services opportunities which enable him to develop his abilities, aptitudes and capacities to the fullest. The main goal is to create an integrated harmonious personality. Counselling helps an individual to ask the question, whom am I? Guidance answers a question what shall we do?

Vocational/Career guidance (Anode 1976) is "a process of assisting an individual who possess certain assets, abilities and possibilities to select many occupations one that is suited to himself and then aid him in preparing for it entering upon and progressing in it" An individual doesn't become a doctor overnight. It's a process that begins early in life. A child who may want to become like his father e.g. an engineer chooses activities in school consciously or unconsciously in such
a manner that they may need him/her to realize the dream of becoming like his father. The Counselling programme in schools should therefore know and explore the abilities of children, it should play a role in vocational development of each child.

2.2 THEORETICAL FRAMEWORK

INTRODUCTION

Several researchers and psychologists have come up with various theories on the choice of career, which a counsellor should understand. They include:

2.2.1 Process Theories

The theory states that the occupation choice and eventual entry is a process consisting of stage of the individual will go through. Ginzberg and Ginsburg Arelod and Herma have analyzed the process of occupational decision making in terms of three periods namely: fantasy, tentative and realistic choices. This suggests a process that moves increasingly towards racism in career decision making as one becomes older.

According to Ginzberg, revision of the process theory seems that family income and situations parental attitude and value orientation play a vital role in influencing the choice of career.
Therefore in accordance to the process, theory this study demonstrates the importance of career education and Guidance both at home and school in order to help learners make the right choice of career even as they approach maturity.

2.2.2 Development Theories

The advocates of development theories in career guidance view career, decision making as one aspect of individuals total development. One of the leading researchers on vocational development is Donald Super. He points out that:

"Like other aspects of development vocational development may be conceived as happening early in life and proceed through stages of growth, exploration establishment maintenance and decline. Individuals must master increasingly difficult tasks”

Such a concept of vocational development leads logically according to that of super to that of vocational maturity as denoting the degree of development recycled on such a continuum. Super and associate notes that every person is suited to do many jobs. The occupation one chooses on his socio-economic background abilities and available opportunities through a process of compromise between individual and social factors.
The individual selects a career that will enable him or her to be the kind of that person that he views himself to be. A person may change his occupation if he discovers after entry that it’s not congruent with self concept changes.

The present study is in agreement with development theories that encourage provision of career advice at Guidance at every level of human growth and development. This will eventually lead to mature decision making our career choice by students.

2.2.3 Personality Theories

Personality theories see vocational preferences as expression of personality. They suggest that much career seeking behaviour are outgrown of efforts to in effect match ones individuals characteristics with those of specific occupational field. One of the leading advocates of personality theories is John L. Holland. According to him, the concept according to him, the concept that undertakes personality theory are that:

1. The choice of vocation is an expression of personality.
2. Interests inventions are personality inventories.
3. Vocational stereotypes have reliable and important. Psychological and sociological meaning.
4. Members of a vocation have similar histories of personality development.
5. Because people in vocational groups have similar personalities they will respond to many situations in a similar way.

6. Vocational achievement depends on congruence between personality and environment composed of people where one works.

Therefore according to Holland an individual person will select an occupation where members have personal orientation similar to his own environment. The fact that a person selects careers by metering his self concept of his personal characteristics with stereotypes conception of various jobs he feels suited to his own personality.

Robert Hoppoic (1976) points out that vocational maladjustments may occur if the individual chooses an inappropriate occupation either because of failure to understand himself adequately or because his are in error.

Following closely Holland and Hoppoic studies the present study encourages career guidance to individual and groups members in order to understand personal adjustments.

Occupational stereotypes are so important hence learners should acquire information about the world of work as soon as they are able.
2.2.4 Chance theories

In this theory the occupational choice results from an accident or unforeseen factors that the individual arrive at or unforeseen factors that the individual arrive at a particular occupation or destiny more by chance through deliberate planning steady progress towards earlier defined goals.

Through an impulse or sudden emotional reaction or forces appear to determine an individual behaviour and occupational choice. It's true that many young people find themselves in certain careers through chance but not because they had earlier planned to join them.

The present study has thrown some light on importance of career education and guidance so that learners do not join careers by accident. This is because in most accidental career choices individuals are dissatisfied.

Review of various career theories leads to conclusion that career development is a process that leads to a decision. These are tasks one must accomplish at each stage. Personality traits are related to career decision making. However there are environment constraints that career may recognize or aspire to. The best laid career plans may be altered by chance or accidental factors.
For school counsellors the characteristics of various career theories have certain implications for counselling of students with career development and adjust to need.

Charles M, a leading scholar in career guidance and education points out five factors that characterize career decision making and which the school counsellor should be familiar with:

1. **Counsellor must understand the process and characteristics of human development.** Individual readiness to team and successfully complete task at certain developmental stage.

2. **Counsellors must understand the basic human needs as well as special needs of individuals and their relationship to career development and decision making.**

3. **The counsellors must be able to assess and interpret individual traits and characteristics to apply these to a variety of counsellor career related needs.**

4. **Counsellors must recognize the constraints imposed by environment and cultural factors on career planning and decision making of clients.**
(5) Counsellors must recognize and assist clients to recognize that unforeseen or chance factors may on occasion alter career development.

2.3 IMPORTANCE OF CAREER EDUCATION AND GUIDANCE

Robert Land Marianne H (1981) in their work on career development in schools in U.S.A notes that there are many social factors which have played an urgent role in stimulating an interest in provision of career education and Guidance to students and persons of all ages. Some of these factors include:

- Evermore rapid technological changes demanding human adaptability and responsiveness.
- Increasingly concern with needs to develop all human talents for women.
- An ardent search for values which will give meaning to life. The need for specialized training to obtain entry to jobs.
- Growing complexity in the occupational organization structure of the society which makes it difficult for a person to formulate career.
- The apparent disenchantment expressed by students who have difficulty relating their education to their lives.

Considering above factors it’s clearly important to give students knowledge on career decision making.
Robert L Gibson et al (1981) notes that individual students require assistance to assimilate and integrate knowledge experience and appreciation related to:

(a) Self understanding which includes a person's relationship to his own characteristics and perception and his relationship to others.
(b) Understanding of work society and those factors that affect its constant change including work, attitudes, and discipline.
(c) Awareness of part time leisure and its importance in a person's life.
(d) Understanding for necessity and for multitudes of factors to be considered in planning of career.
(e) Understanding of informative and skills necessary to achieve self fulfillment in work and leisure.

Once this has been achieved, then the students will be in a position to gather the types of data necessary to make rational career decisions.

Rational decisions made on a career will be based on careful considerations reflection and understanding of the following factors based on future career planning:

(a) Understanding of the necessary considerations for making choice and accepts responsibility for decisions made.
(b) Explore possible rewards and satisfaction associated with each career choice considered.

(c) Develops through the aptitude that is a contributor to life and the community.

(d) Determine success and failure probabilities in any occupation are considered.

(e) Shows understanding of various attitudes towards work, workers had by himself and others.

(f) Recognize how workers each bring dignity to their work.

(g) Explores the possible work conditions associated with occupational options.

(h) Considers the possible and even predictable values change in a society which could affect a personal life.

(i) Understand the important role of interpersonal and basic employment skills in occupational success.

(j) Clarifies different values and aptitudes individuals may have and possible effects these may have or decisions and choice.

(k) Understand that career development is life long process based upon a sequential series of educational and occupational choices.

(l) Determines the possible personal vision cost and other related consequences of each career decision and is willing to assume responsibility for each other.
Systematically analyse schools and non-schools experience as plans and makes career related decisions.

Explore workers characteristics and work skills necessary to achieve success in occupational areas under consideration.

Identifies and uses a wider variety of resources in the school community to maximize career development potential.

Know and understand the entrance transition and decision points in education and the problems of adjustments that might occur in relation to these points.

To obtain necessary employment ability skills and uses available placement services to gain satisfactory entry into employment in line with occupational aspiration and beginning competence.

Most of these studies have been done in the west where education has had a long history.

In Kenya today career education is diminishing and relaxed; in most schools. There are schools that entirely don't have career education. This study enlightens us on provision of career education on decision making to secondary school student.
2.4 IMPORTANCE OF CAREER PLACEMENT AND FOLLOW UP

Any school with established Guidance and Counselling programme should be concerned with education and other career placement of their students.

Merle M (1974) observes that:

"Without adequate placement services young people have little direction in the job seeking activities. They have difficulties in obtaining employment all too frequently drift into unproductive or undesirable activities"

After many failures many youths begin to believe that they are unworthy of employment not only now but in future.

Therefore the career education program has its purpose of preparing students for career and successful placement of each student on appropriate career placement; is therefore an integral part of career education process regardless of the level of education involved.

When it comes to placement schools counsellors are supposed to provide information to students on college and other secondary educational requirement e.g. institution entry requirements, expenses, programmes etc.
They are also required to assist students in completing the necessary application forms. They are also supposed to be involved in educational placement of students i.e specific curricular and counsel.

In career placement the school counsellors play an important role. Robert L.G (1981) outlines the requirement of career placement in schools. He says that it should be involved in

1. Assessing needs of students regarding part-time and full-time employment training opportunities employability skills and foreseen educational desires.

2. Establishing a working relationship with business industry and labour representatives in order to facilitate effective co-operation and communication between these two groups of educators.

3. Providing awareness and assistance to students seeking part-time and full-time employment that is comparable with their abilities and interests.

4. Establishing an efficient participatory communication feedback networks among all involved students, business industry, labour personal business industry, labour personal communities, media and school personnel.
Putting into consideration the importance of career guidance and placement, various studies have investigated factors that influence students' career decision making. The findings of this present study will assist the educationists and career counsellors in their educational and career placement in secondary schools programme in Kenya.

Christine H.M (1976) points out that schools must not concentrate only on placement programme of their students and then forget them. The schools must provide evidence of effectiveness of their practices for both accountability and programme improvement purposes. This calls for a larger measure of supporting evidence of their placement programme. The evidence can only be secured through a planned follow up programme.

MUTIE & NDAMBUKI (1999) points out that today as never before, there is need for very successful doctors, educators, lawyers, technicians, engineers, writers, farmers, inventors, crafts people, business executives, etc. It is therefore essential that students in educational institutions are helped and guided to take up courses and careers suited to their needs, interests and aptitudes so that they become efficient workers. For optimum individual, social, and national development, Guidance needs to be made regular and continuous activity.
Mutie and Ndambuki outlines the following reasons for career guidance:

(a) To help the total development of students.
(b) To enable students make proper choices.
(c) To help students choose, prepare for enter and progress in a career.
(d) To help the student in vocational development.
(e) To supplement the efforts at home.
(f) To identify and motivate the disadvantaged.
(g) To check wastage and stagnation.
(h) To ensure proper time spent outside the classroom.
(i) To make secondary and higher educational successful.
(j) To minimize the incidence of indiscipline.

Tumuti S (2004) in a seminar paper of senior education managers at K.I.E notes that there exist confusion and conflict regarding occupational choices among secondary schools students. As a result some become frustrated when their parents demand too much from them. Some of these students have paid dearly in both time and finance by moving from one training course to another in search of appropriate occupation. He notes that if students are prepared on vocational choice and developments they will be less confused. They will know their occupational choice early during the school years and prepare for them.
This study therefore has illustrated the importance of career guidance in schools. It has illustrated factors influencing students' choice of career before leaving school. This information will assist counsellors to prepare students for future endeavours.

2.5 RESEARCH HYPOTHESIS

The present study is guided by the following research hypothesis:

H₀₁ There is no significant difference between gender and students' rating of the existence of career guidance.

H₀₂ There is no significant difference between gender and type of career provided.

H₀₃ There is no significant difference between gender and students' awareness of career.

H₀₄ There is no significant difference between gender and time of career.

H₀₅ There is no significant difference between gender and the rating of the availability and adequacy of career guidance resources and facilities.
CHAPTER THREE METHODOLOGY

3.0 INTRODUCTION
As discussed in the previous chapters, many high school students are wasting away after completing their course due to poor Career Guidance. The M.O.E.S.T has emphasized the need to provide Career Guidance but there has been a decline in provision of these vital services to students.

The present study discusses the target population, the method of sampling the data, collection procedures and how data was analysed.

3.1 RESEARCH DESIGN
This study adopted a descriptive survey. It’s a simple survey to investigate problems faced by students and teacher counsellors in the provisions of Career Guidance services in Secondary schools.

3.2 POPULATION
The target population were all students from 40 Secondary schools in Kandara Division of Maragwa District. In addition, there were 40 teacher counsellors. The sample was drawn from this population.
3.3 SAMPLING TECHNIQUES AND SAMPLE SIZE

Purposive sampling was used for selected five (5) out of fifteen (15) that offer intensive Career Guidance in the whole division. The schools selected includes one boys boarding school, one girls boarding school, one mixed boarding school and two day schools.

The schools purposive sampled were Gaichanjiru High School, Githunguri Girls, Kariti Mixed Secondary School, Kariguini Secondary schools and Mukerenju School. This totals to five schools out of forty in the division representing 22.5% number of schools.

The target population in each sampled school was Form fours classes because they are relatively older and are direct beneficiary of the programme.

The total number of respondents were two hundred and five (205) i.e. Forty (40) students from each school and five (5) career masters.

3.4 RESEARCH INSTRUMENT

The questionnaires were used for students and career guidance teachers of the 5 sampled schools. The questionnaire were delivered to schools administered and collected after one week. The questionnaires were used because they spend less time, energy and are cheap to administer.
3.5 PILOTING

The research instrument was pre-tested at Sabo-Saba which is not involved in the actual study. A total number of ten students from each class and one teacher counsellor were involved. The aim of piloting was to identify misunderstanding, ambiguities and inadequate items in the instruments.

3.5.1 Validity

Validity is the degree to which a test measures what it is supposed to measure (Gay 1992). The content validity of the research instrument was ensured through expert judgment. The experts included research supervisors etc. His recommendations were later included in the final questionnaire.

3.5.2 Reliability

It is a degree to which a test consistently measures whatever it measures (Gay 1992) i.e. the ability to yield the same results when repeated instrument are taken of the same subject.

The reliability of the instrument was realized during the pilot study.

3.6 DATA ANALYSIS

Data was analysed descriptively. Frequency tables and percentages were used to present data. The tables and percentages were selected because they are
convenient in giving general information overview of the problem under study. They are also convenient because they are easy to deduce conclusions and make recommendations.

Further analysis involved testing the research hypothesis stated in chapter two using the t-test.
CHAPTER FOUR DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

4.0 INTRODUCTION

This chapter focuses on the presentation, analysis and interpretation of data. The presentation as a whole is based on the research objectives as major themes as follows:

6. Investigate the existence of career guidance programmes in secondary schools in Maragua District.
7. Find out the academic and professional qualification of career masters in the schools.
8. Find out the types of career guidance offered in the schools.
9. Determine the frequency of guidance and counselling in the schools.
10. Suggestions on the best practices to improve career guidance in the schools.

4.1 DESCRIPTIVE ANALYSIS AND INTERPRETATION

This section presents the results on the existence of career guidance in the schools. This research objective was captured first by asking the guidance and counselling teachers whether they provide career guidance to their students, and secondly by asking the students to rate different statements related to the existence of career guidance using the scale; strongly agree (5), agree (4), not sure (3), disagree (2) and strongly disagree (1). The presentation is therefore given in both frequency and percentage and in means.
Table 4.1. 1 Do you offer Career Guidance to your Students

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>100.0</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results in table 4.1 indicate that all the counsellor teachers in the sampled schools offer career guidance to their students.

Table 4.1.2 Students’ Perception on the Existence of Career Guidance in their Schools

<table>
<thead>
<tr>
<th>I am aware of existence of career guidance services in my school</th>
<th>Strongly agree</th>
<th>%</th>
<th>Agree</th>
<th>%</th>
<th>Not sure</th>
<th>%</th>
<th>Disagree</th>
<th>%</th>
<th>Strongly disagree</th>
<th>%</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td></td>
<td>n</td>
<td></td>
<td>n</td>
<td></td>
<td>n</td>
<td></td>
<td>n</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>55</td>
<td>27.5</td>
<td>81</td>
<td>40.5</td>
<td>34</td>
<td>17.0</td>
<td>9</td>
<td>4.5</td>
<td>21</td>
<td>10.5</td>
<td>3.6970</td>
</tr>
<tr>
<td>I know the teacher concerned with careers</td>
<td>95</td>
<td>47.5</td>
<td>70</td>
<td>35.0</td>
<td>22</td>
<td>11.0</td>
<td>3</td>
<td>1.5</td>
<td>10</td>
<td>5.0</td>
<td>4.1869</td>
</tr>
<tr>
<td>The teacher talks to us often about careers</td>
<td>62</td>
<td>31.0</td>
<td>82</td>
<td>41.0</td>
<td>7</td>
<td>3.5</td>
<td>31</td>
<td>15.5</td>
<td>18</td>
<td>0.0</td>
<td>3.7071</td>
</tr>
<tr>
<td>Other teachers in the school talk to us about career</td>
<td>32</td>
<td>16.0</td>
<td>104</td>
<td>52.0</td>
<td>12</td>
<td>6.0</td>
<td>34</td>
<td>17.0</td>
<td>18</td>
<td>9.0</td>
<td>3.5000</td>
</tr>
<tr>
<td>The career teacher takes us out to places relevant to our career</td>
<td>2</td>
<td>1.0</td>
<td>3</td>
<td>1.5</td>
<td>10</td>
<td>5.0</td>
<td>26</td>
<td>13.0</td>
<td>159</td>
<td>79.5</td>
<td>1.3182</td>
</tr>
<tr>
<td>I get all the help from career teacher</td>
<td>10</td>
<td>5.0</td>
<td>41</td>
<td>20.5</td>
<td>17</td>
<td>8.5</td>
<td>53</td>
<td>26.5</td>
<td>79</td>
<td>39.5</td>
<td>2.2424</td>
</tr>
</tbody>
</table>

From table 4.1.2 it can be observed that most students agree that they are aware of the existence of career guidance in their schools and that they not only know the career teacher, but also that other teachers in the school talk about career choice.
Table 4.1.3 Students’ Perception on the Existence of Career Guidance in their Schools on the Basis of Gender

<table>
<thead>
<tr>
<th></th>
<th>Male Mean</th>
<th>Male Comment</th>
<th>Female Mean</th>
<th>Female Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am aware of existence of career guidance services in my school</td>
<td>3.8491</td>
<td>Agree</td>
<td>3.5217</td>
<td>Agree</td>
</tr>
<tr>
<td>I know the teacher concerned with careers</td>
<td>4.5189</td>
<td>Strongly agree</td>
<td>3.8043</td>
<td>Agree</td>
</tr>
<tr>
<td>The teacher talks to us often about careers</td>
<td>3.9906</td>
<td>Agree</td>
<td>3.3804</td>
<td>Not sure</td>
</tr>
<tr>
<td>Other teachers in the school talk to us about career</td>
<td>3.5566</td>
<td>Agree</td>
<td>3.4348</td>
<td>Not sure</td>
</tr>
<tr>
<td>The career teacher takes us out to places relevant to our career</td>
<td>1.2925</td>
<td>Strongly disagree</td>
<td>1.3478</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>I get all the help from career teacher</td>
<td>2.5755</td>
<td>Not sure</td>
<td>1.8587</td>
<td>Disagree</td>
</tr>
</tbody>
</table>

From table 4.1.3 it can be observed that similarity between the genders existed except in cases such as career teachers talking to the students and other teachers talking to students about career and getting help from career teachers. While the male students agree that career teacher and other teachers often talk to them about career, their female counterparts were not sure. At the same time, while the female students are sure that they get help from the career teacher, the male students were not sure.

4.2 Academic and Professional Qualification of Career Masters in The Schools

The research instrument sought to establish the academic and professional qualification of the career masters in the schools.
4.2.1 Academic Qualification

The academic qualifications of the teacher counsellors are summarized and presented in table 4.2.1.

Table 4.2.1: Academic Qualification

<table>
<thead>
<tr>
<th>Academic qualification</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved teachers</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Graduate teachers</td>
<td>5</td>
<td>100.0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to the results in table 4.2.1, all the teachers counsellors were graduates with university degree.

The professional qualifications of the teacher counsellors are summarized and presented in table 4.2.2.

Table 4.2.2: Professional Qualification

<table>
<thead>
<tr>
<th>Professional qualification</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional training in guidance and counselling</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>No training</td>
<td>4</td>
<td>80.0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From table 4.2.2 indicate that most of the teacher counsellors have not received specialized training in guidance and counselling except the normal teacher training.

4.3 Types of Career Guidance in the Schools

This section presents the results on the types of career guidance in the schools.

4.3.1: Types of Career Guidance in the Schools

<table>
<thead>
<tr>
<th>Type</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject choice</td>
<td>5</td>
<td>100.0</td>
</tr>
<tr>
<td>Course choice</td>
<td>5</td>
<td>100.0</td>
</tr>
<tr>
<td>Job placement</td>
<td>2</td>
<td>40.0</td>
</tr>
</tbody>
</table>
The results in table 4.3.1 show that the most common career guidance are on subject choice and course choice. Other career guidance include job placement, peer counselling and guest speakers.

The instruments also sought to establish students rating of these services.

### 4.3.2: Types of Career Guidance in the Schools

<table>
<thead>
<tr>
<th>Type</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Subject choice</td>
<td>115</td>
<td>57.5</td>
<td>21</td>
<td>10.5</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td>Course choice</td>
<td>67</td>
<td>33.5</td>
<td>90</td>
<td>45.0</td>
<td>12</td>
<td>6.0</td>
</tr>
<tr>
<td>Job placement</td>
<td>30</td>
<td>15.0</td>
<td>12</td>
<td>6.0</td>
<td>32</td>
<td>16.0</td>
</tr>
<tr>
<td>Peer career guidance</td>
<td>59</td>
<td>29.5</td>
<td>57</td>
<td>28.5</td>
<td>42</td>
<td>21.0</td>
</tr>
<tr>
<td>Guest speakers</td>
<td>56</td>
<td>28.0</td>
<td>65</td>
<td>32.5</td>
<td>20</td>
<td>10.5</td>
</tr>
</tbody>
</table>

The results in table 4.3.2 indicate that the most common type of career guidance in secondary schools are subject choice, course choice and peer guidance.

### 4.3.3: Type of Career Counselling on the Basis of Gender

<table>
<thead>
<tr>
<th>Type</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Comment</td>
</tr>
<tr>
<td>Subject choice</td>
<td>3.8679</td>
<td>Agree</td>
</tr>
<tr>
<td>Course choice</td>
<td>3.7264</td>
<td>Agree</td>
</tr>
<tr>
<td>Job placement</td>
<td>2.2453</td>
<td>Disagree</td>
</tr>
<tr>
<td>Peer career guidance</td>
<td>3.6038</td>
<td>Agree</td>
</tr>
<tr>
<td>Guest speakers</td>
<td>3.4623</td>
<td>Not sure</td>
</tr>
</tbody>
</table>

According to the results in table 4.3.3 no difference was noted on the type of career guidance on the basis of gender.
4.4 Students Awareness of what Career is in the Schools

This section presents students' level of awareness of what career is. Table 4.4.1 presents the rating of the statements capturing this aspect. The rating was done using the scale Strongly Agree (5), Agree (4), Not sure (3), Disagree (2) and Strongly Disagree (1).

### 4.4.1: Awareness of Career by Students

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t know the reason why I am in Schools</td>
<td>11</td>
<td>5.5</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
<td>1.5</td>
</tr>
<tr>
<td>I know what career is</td>
<td>84</td>
<td>42.0</td>
<td>90</td>
<td>45.0</td>
<td>20</td>
<td>10.0</td>
</tr>
<tr>
<td>I know what I want after school</td>
<td>122</td>
<td>61.0</td>
<td>36</td>
<td>18.0</td>
<td>35</td>
<td>17.5</td>
</tr>
<tr>
<td>I am taking subjects relevant to the type of career I want</td>
<td>116</td>
<td>58.0</td>
<td>38</td>
<td>19.0</td>
<td>39</td>
<td>18.5</td>
</tr>
<tr>
<td>I know the university/college entry grades</td>
<td>73</td>
<td>36.5</td>
<td>59</td>
<td>29.5</td>
<td>54</td>
<td>27.0</td>
</tr>
<tr>
<td>My parents have chosen careers for me</td>
<td>2</td>
<td>1.0</td>
<td>10</td>
<td>5.0</td>
<td>15</td>
<td>7.5</td>
</tr>
<tr>
<td>I am influenced by my friends to choose a certain career</td>
<td>4</td>
<td>2.0</td>
<td>9</td>
<td>4.5</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>I understand the education background for my career</td>
<td>56</td>
<td>28.0</td>
<td>70</td>
<td>35.0</td>
<td>58</td>
<td>29.0</td>
</tr>
<tr>
<td>I know various colleges/universities offering courses related to my career</td>
<td>59</td>
<td>29.5</td>
<td>72</td>
<td>36.0</td>
<td>43</td>
<td>21.5</td>
</tr>
<tr>
<td>I know how to choose my courses in colleges/universities</td>
<td>37</td>
<td>18.5</td>
<td>38</td>
<td>19.0</td>
<td>75</td>
<td>37.5</td>
</tr>
<tr>
<td>I am fully prepared to undertake my chosen career in college/university</td>
<td>115</td>
<td>57.5</td>
<td>48</td>
<td>24.0</td>
<td>23</td>
<td>11.5</td>
</tr>
<tr>
<td>I value my future career</td>
<td>165</td>
<td>82.5</td>
<td>22</td>
<td>11.0</td>
<td>9</td>
<td>4.5</td>
</tr>
<tr>
<td>I feel unprepared to take my future career</td>
<td>6</td>
<td>3.0</td>
<td>9</td>
<td>4.5</td>
<td>16</td>
<td>8.0</td>
</tr>
<tr>
<td>I feel prepared to take future responsibility on</td>
<td>125</td>
<td>62.5</td>
<td>48</td>
<td>24.0</td>
<td>16</td>
<td>8.0</td>
</tr>
</tbody>
</table>
my career
I am confused about career choice

From table 4.4.1 it can be observed that majority of the students are aware of the career they want to pursue, the value the career and are taking the subjects that can lead them to that particular career of the dream. It can also be observed that parents and peers have very minimal influence on career choice of the students.

Further analysis involved a comparison of career awareness on the basis of gender. The results are presented in table 4.4.2.

<table>
<thead>
<tr>
<th>Awareness of Career</th>
<th>Male Mean</th>
<th>Male Comment</th>
<th>Female Mean</th>
<th>Female Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t know the reason why I am in Schools</td>
<td>1.3113</td>
<td>Strongly disagree</td>
<td>1.2935</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>I know what career is</td>
<td>4.1226</td>
<td>Agree</td>
<td>4.3913</td>
<td>Agree</td>
</tr>
<tr>
<td>I know what I want after school</td>
<td>4.4057</td>
<td>Agree</td>
<td>4.2828</td>
<td>Agree</td>
</tr>
<tr>
<td>I am taking subjects relevant to the type of career I want</td>
<td>4.4434</td>
<td>Agree</td>
<td>4.1522</td>
<td>Agree</td>
</tr>
<tr>
<td>I know the university/college entry grades</td>
<td>3.9811</td>
<td>Agree</td>
<td>3.8262</td>
<td>Agree</td>
</tr>
<tr>
<td>My parents have chosen careers for me</td>
<td>1.7358</td>
<td>Disagree</td>
<td>1.3696</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>I am influenced by my friends to choose a certain career</td>
<td>1.3679</td>
<td>Strongly disagree</td>
<td>1.2826</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>I understand the education background for my career</td>
<td>3.7547</td>
<td>Agree</td>
<td>3.8152</td>
<td>Agree</td>
</tr>
<tr>
<td>I know various colleges/universities offering courses related to my career</td>
<td>3.8019</td>
<td>Agree</td>
<td>3.7391</td>
<td>Agree</td>
</tr>
<tr>
<td>I know how to choose my courses in colleges/universities</td>
<td>3.3302</td>
<td>Not sure</td>
<td>3.0326</td>
<td>Not sure</td>
</tr>
<tr>
<td>I am fully prepared to undertake my chosen career in college/university</td>
<td>4.2830</td>
<td>Agree</td>
<td>4.3043</td>
<td>Agree</td>
</tr>
<tr>
<td>I value my future career</td>
<td>4.6698</td>
<td>Strongly agree</td>
<td>4.7935</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>I feel unprepared to take my future career</td>
<td>1.6698</td>
<td>Disagree</td>
<td>1.6196</td>
<td>Disagree</td>
</tr>
<tr>
<td>I feel prepared to take future responsibility on my career</td>
<td>4.4057</td>
<td>Agree</td>
<td>4.3913</td>
<td>Agree</td>
</tr>
<tr>
<td>I am confused about career choice</td>
<td>2.1132</td>
<td>Disagree</td>
<td>2.3048</td>
<td>Disagree</td>
</tr>
</tbody>
</table>
The results in table 4.4.2 indicate that students awareness of career do not differ on the basis of gender.

4.5 Time of Career Guidance in the Schools

The research instrument also sought to establish the time of providing guidance and counselling in the schools. The statements capturing the frequency were rated by the students on the scale Strongly Agree (5), Agree (4), Not sure (3), Disagree (2) and Strongly Disagree (1). The results are summarized and presented in table 4.5.1.

4.5.1: Time of Career Guidance in the Schools

<table>
<thead>
<tr>
<th>Time</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>I always go to career office to consult about careers</td>
<td>5</td>
<td>5.5</td>
<td>8</td>
<td>4</td>
<td>103</td>
<td>20</td>
</tr>
<tr>
<td>Career master has enough time to attend to us</td>
<td>8</td>
<td>13</td>
<td>32</td>
<td>64</td>
<td>83</td>
<td>41.5</td>
</tr>
<tr>
<td>I have enough time to consult teachers on my career</td>
<td>48</td>
<td>46</td>
<td>24</td>
<td>58</td>
<td>24</td>
<td>12.0</td>
</tr>
<tr>
<td>I am working behind my career schedule</td>
<td>102</td>
<td>54</td>
<td>28</td>
<td>9</td>
<td>9</td>
<td>4.5</td>
</tr>
</tbody>
</table>

The results in table 4.5.1 show that majority of students rarely go to the career office to consults about careers and that career master has enough time to attend to them. However, the reported that although they have enough time to
consult teachers on their careers, they are behind schedule on working on their careers.

Further analysis involved comparing the result on time of career consultation on the basis of gender. The findings are presented in table 4.5.2.

### 4.5.2: Time of Career Guidance in the Schools on the Basis of Gender

<table>
<thead>
<tr>
<th>Time</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>I always go to career office to consult about careers</td>
<td>Mean</td>
<td>Comment</td>
</tr>
<tr>
<td></td>
<td>1.8960</td>
<td>Disagree</td>
</tr>
<tr>
<td>Career master has enough time to attend to us</td>
<td>2.2358</td>
<td>Disagree</td>
</tr>
<tr>
<td>I have enough time to consult teachers on my career</td>
<td>3.3302</td>
<td>Not sure</td>
</tr>
<tr>
<td>I am working behind my career schedule</td>
<td>4.2736</td>
<td>Agree</td>
</tr>
</tbody>
</table>

The results in table 4.5.2 above reveal that the time for both male and female were similar except in the case of seeking career guidance from the office where more female than males do do this.

### 4.6 Resources and Facilities for Career Guidance in the Schools

The results on the availability of resources and facilities for career guidance in the schools are presented in this section. The presentation is based on both students and teacher counsellors.
### Table 4.6.1: Students' Rating of the Resources and facilities for career guidance

<table>
<thead>
<tr>
<th>Resources and Facilities</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our library is well equipped with career magazines and Newspapers</td>
<td>4 2.0</td>
<td>19 9.5</td>
<td>56 28.0</td>
<td>48 24.0</td>
<td>73 36.5</td>
<td>2.1768</td>
</tr>
<tr>
<td>Relevant information concerning careers is always on the notice board</td>
<td>17 8.5</td>
<td>38 19.0</td>
<td>8 4.0</td>
<td>67 33.5</td>
<td>70 35.0</td>
<td>2.3333</td>
</tr>
<tr>
<td>Magazines, Newspapers, journals are always available to inform us about our future careers</td>
<td>23 11.5</td>
<td>38 19.0</td>
<td>29 14.5</td>
<td>49 22.0</td>
<td>66 33.0</td>
<td>2.5556</td>
</tr>
<tr>
<td>Career masters has adequate office space for consultation</td>
<td>33 16.5</td>
<td>36 18.0</td>
<td>24 12.0</td>
<td>41 20.5</td>
<td>66 33.0</td>
<td>2.6515</td>
</tr>
<tr>
<td>The school invites resource persons</td>
<td>67 33.5</td>
<td>90 45.0</td>
<td>12 6.0</td>
<td>12 9.5</td>
<td>19 9.5</td>
<td>3.8687</td>
</tr>
</tbody>
</table>

From table 4.6.1 above it can be observed that most students disagree that their library is well equipped with career magazines and Newspapers and that relevant information concerning careers is always on the notice board. However, they are not sure whether magazines, newspapers, journals are always available to inform them about their future careers and also whether their career masters have adequate office space for consultation.

Further analysis involved comparing the result on resources and facilities for career guidance on the basis of gender. The findings are presented in table 4.6.2.
The results in table 4.6.2 show some difference on the basis of gender on rating of resources and facilities in their schools. Majority of the female students disagree with the availability and adequacy of career guidance facilities except that their schools invite resource person to talk to them on careers. Male students on the other hand are not sure about these resources and facilities except too, for the invitation of resource person.

To ascertain the above information teacher counsellors were requested to rate some of the following characteristics about their counselling in schools.

**Table 4.6.3: Teachers Counsellors' Rating of the Career Guidance Characteristics in their Schools.**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>I lack adequate information on various careers</td>
<td>0  0.0</td>
<td>3</td>
<td>60.0</td>
<td>2</td>
<td>40.0</td>
<td>3.6000</td>
</tr>
<tr>
<td>I lack information on relevant resource persons</td>
<td>0  0.0</td>
<td>3</td>
<td>60.0</td>
<td>0</td>
<td>0.0</td>
<td>3.2000</td>
</tr>
<tr>
<td>I lack information on careers resource centers outside my school</td>
<td>0  0.0</td>
<td>3</td>
<td>60.0</td>
<td>0</td>
<td>0.0</td>
<td>3.2000</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
<td>60.0</td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
<td>---</td>
<td>------</td>
<td>---</td>
<td>------</td>
<td>---</td>
<td>------</td>
</tr>
<tr>
<td>Students indiscipline affects my work</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
<td>60.0</td>
</tr>
<tr>
<td>My career office is well spaced and equipped</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>40.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Notice board is well placed to give students' information</td>
<td>0</td>
<td>0.0</td>
<td>4</td>
<td>80.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>I get materials from the ministry of Education on time</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>40.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>School invites speakers to talk about university and college admission</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
<td>100.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>School organizes career trips for students</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>40.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>My office</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>40.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Has daily newspapers and magazines on career</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>40.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>All circulars and Letters from the ministry are received on time</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>40.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>I am always sponsored to attend career seminars</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>40.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>The district organizes seminars for career teachers</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>40.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Career hand books and materials are available in my office</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>40.0</td>
<td>2</td>
<td>40.0</td>
</tr>
<tr>
<td>The department is well financed</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>40.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Students come to office willingly for career guidance</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
<td>100.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>I have a few committed teachers in the department</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>40.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>I feel overqualified for this assignment</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
<td>60.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>I feel under qualified for this assignment</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
<td>60.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Less time is available to perform my tasks to students</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
<td>100.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Students over population affects my work</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
<td>100.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Other students needs other than career area dressed first</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>40.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>The library is well equipped with career information</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
<td>100.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>The school curriculum is broad to be covered within the four year period</td>
<td>0</td>
<td>0.0</td>
<td>4</td>
<td>80.0</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
The school curriculum is narrow to prepare students for their future careers.

I lack adequate information on how to advance my career expertise.

Working conditions in my office is getting worse.

I have a big teaching load therefore no time to attend to students.

Parents give wrong career guidance to students.

Students are influenced by others to make wrong choice of careers.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration problems</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Physical resources problems</td>
<td>3</td>
<td>60.0</td>
</tr>
<tr>
<td>Students personal problems</td>
<td>2</td>
<td>40.0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results in table 4.7.1 show that the main problems experienced by career guidance teachers in the schools are those related to physical facilities.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Administration to provide facilities</td>
<td>3</td>
<td>60.0</td>
</tr>
<tr>
<td>Students to be cooperative</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Cooperation from fellow teachers</td>
<td>2</td>
<td>40.0</td>
</tr>
</tbody>
</table>

4.7 Problem Facing Career Guidance in the Schools and Possible Solutions

The instrument further sought to establish the main problems experienced by career guidance teachers and the possible solutions. The findings are presented below.

Table 4.7.1: Major Problems Experienced by Career Guidance Teachers

Table 4.7.2: Solution to the Problems Experienced by Career Guidance Teachers

46
From table 4.7.2 it can be observed that the two solutions suggested by the counsellor teachers that can improve the quality of career guidance are provision of guidance resources and facilities by the school administration and cooperation by other teachers.

4.8 Inferential Analysis

Inferential statistical analysis was done to test if there was any significant difference in the various variables stated in the hypotheses. A t-test and ANOVA were used to analyze the different null hypotheses stated in chapter two. For each of the analysis, the probability level was set at 0.05. The results are presented per hypothesis.

4.8.1 Gender and Existence of Career Guidance

H0: There is no significant difference between gender and students’ rating of the existence of career guidance.

A t-test was done to test this hypothesis.

\[
\text{Table 4.8.1: Scores and t-value of gender and existence of career guidance}
\]

<table>
<thead>
<tr>
<th>Mean Difference</th>
<th>Std. Deviation</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>2-tail sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Vs Scores for Existence of Career Guidance</td>
<td>-17.1869</td>
<td>4.3162</td>
<td>-17.7918</td>
<td>-16.5820</td>
<td>-56.030</td>
</tr>
</tbody>
</table>
The results from table indicate that there was a significant difference between gender and students’ rating of the existence of career guidance. Hence, the null hypothesis stated was rejected.

4.8.2 Gender and Type of Career Guidance Provided

H02 There is no significant difference between gender and type of career provided.

A t-test was done to test this hypothesis

<table>
<thead>
<tr>
<th>Table 4.8.2: Scores and t-value of gender and type of career provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Difference</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Gender Vs Scores for occupational sources of stress</td>
</tr>
</tbody>
</table>

The results from table indicate that there was no significant difference between gender and type of career provided. Hence, the null hypothesis stated was accepted.

4.8.3 Gender and Awareness of Career

H03 There is no significant difference between gender and students’ awareness of career.

A t-test was done to test this hypothesis

<p>| Table 4.7.3: Scores and t-value of gender and students’ awareness of Career |
|-------------------------------|----------------|---------------------------------------------|---|----|------------|</p>
<table>
<thead>
<tr>
<th>Mean Difference</th>
<th>Std. Deviation</th>
<th>95% Confidence Interval of the Sign Difference</th>
<th>t</th>
<th>df</th>
<th>2-tail sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Vs Scores for occupational sources of stress</td>
<td>-47.5606</td>
<td>4.7328</td>
<td>-48.2239</td>
<td>-46.8973</td>
<td>-34.396</td>
</tr>
</tbody>
</table>
The results from table indicate that there was no significant difference between gender and students’ awareness of Career. Hence, the null hypothesis stated was accepted.

4.8.4 Gender and Time of Career Guidance

H04 There is no significant difference between gender and time of career.

A t-test was done to test this hypothesis

Table 4.7.4: Scores and t-value of gender and time of Career Guidance

<table>
<thead>
<tr>
<th></th>
<th>Mean Difference</th>
<th>Std. Deviation</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>2-tail sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Vs Scores for occupational sources of stress</td>
<td>-9.5657</td>
<td>2.8700</td>
<td>-9.9679</td>
<td>-9.9679</td>
<td>197</td>
<td>0.000</td>
</tr>
</tbody>
</table>

The results from table indicate that there was a significant difference between gender and time for career guidance. Hence, the null hypothesis stated was rejected.

4.8.5 Gender and Availability and adequacy of Career Guidance Resources and Facilities

H05 There is no significant difference between gender and the rating of the availability and adequacy of career guidance resources and facilities. A t-test was done to test this hypothesis

Table 4.8.5: Scores and t-value of gender and availability and adequacy of career guidance resources and facilities

<table>
<thead>
<tr>
<th></th>
<th>Mean Difference</th>
<th>Std. Deviation</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>2-tail sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Vs Scores for occupational sources of stress</td>
<td>-12.1212</td>
<td>4.1660</td>
<td>-12.7051</td>
<td>-9.9679</td>
<td>197</td>
<td>0.000</td>
</tr>
</tbody>
</table>

The results from table indicate that there was a significant difference between gender and the rating of the availability and adequacy of career guidance resources and facilities. Hence, the null hypothesis stated was rejected.
5.0 Introduction

In this chapter, the major findings of the study are discussed and interpreted. A summary, conclusion and recommendations based on the findings are also presented. The discussion of the findings are centred around the major research objectives.

5.1 Summary and Discussions of Findings

Existence of Career guidance in the Schools

Table 4.1.1 in the previous chapter summarized the teacher counsellors reaction to the existence of career guidance in their schools, while table 4.1.2 and 4.1.3 gave a summary of the students' rating of the existence of career guidance services in their schools.

According to table 4.1.1 career guidance is provided to students in all the sampled schools. This could be a positive indication that the school administration and teacher counsellors know the importance of career guidance for students in schools. According to Merle (1974), young people lose direction without career guidance and they find difficulties in placing themselves in appropriate job, in many cases they find difficulties in getting employment.
Critical look at table 4.1.2 on students rating of the existence of career guidance revealed, that most students agree that the services exited and that they know their career teacher. This confirms the earlier report by teacher counsellors. On the basis of gender, the results in table 4.1.3 indicate that only slight differences existed on the rating. This was noted only in the case where the male students are not sure ware whether they get help from career teacher, while the females disagree with this. However, the results of the t-test presented in table 4.8.1 indicated that gender had a significant influence in the rating of the existence of career guidance in the schools.

**Academic and Professional Qualifications of Teacher Counsellor in the Schools**

Information shown in table 4.2.1 in the last chapter presents the results on the academic qualification of the teacher counsellors, while table presented the findings on their professional qualification. The results reveal that although all the teachers are university, most lacked any extra professional training in career guidance. This implies that most schools operate with staff who basically posses general knowledge on career guidance. Professionals are conspicuously few. An examination of the teacher counsellors responses as presented in table 4.6.3 most of the teachers are not even sure whether they are normally sponsored by school to attend career guidance seminars. This can only mean that the seminars
are scanty therefore the teachers can hardly remember whether the attend seminars. This vacuum led most teachers to doubt whether they are qualified to be career teachers. Professional training enable the teacher counsellor to effectively carry out the task.

**Types of Career guidance In the Schools in the Schools**

Data in table 4.3.1 tabulated the results of responses of the career teachers on the types of career guidance in the schools, while table 4.3.2 presents the rating of types of career guidance by the students. According to teachers, the most common career guidance in the schools are guidance on subject choice, and course choice. Students at form two level of secondary are normally counselled on the right subject to choose. This is especially based on their abilities and courses they are interested to pursue after secondary education. It therefore no surprise that course choice guidance ranked at the same level as subject choice. Job placement, peer counselling and speakers did not fair favourably. Professionalism dictates that in placement school counsellors are supposed to provide information to students on which subject to select and on university or college requirements.

Data in table 4.3.2 presented students’ rating of types of career in their schools. The rating showed that the most common career guidance is subject choice, and course choice. This confirms the counsellor teachers report. Job placement was
the least rated. This means that at secondary school the most important thing is to guide students to take up subjects that would enable them enter into right courses. Therefore, job placement is not given a lot of emphasis. A comparison on the basis of gender showed no difference. This was confirmed by the t-test presented in table 4.8.2 which indicated that gender had no significant influence on the type of career guidance provided.

**Students Awareness of Career**

Data in table 4.4.1 in the previous chapter tabulated information on students awareness of career. The results showed that most of the students know what career is. Majority reported that they understand the benefits of the career of their choice and that right now they are taking subjects that will lead them to the career of their choice. Also noted was that the students are aware of colleges or universities offering courses related to the career of their choice. This means that career guidance in the schools have been effective in enlightening the students on career choice and on providing with information on subject selection and what courses they lead to. The results further indicated that parents and peers had little influence on career choice. This means that only a few students were influenced by either their parents or their peers to choose a particular career.

Information in table 4.4.2 presented the findings on career awareness on the basis of gender. They showed that there were no difference. This means that both male and female students are aware of career and know which colleges or
universities offering courses related to the career of their choice. Results from the t-test presented in table 4.8.3 indicated that gender had no influence in the rating of the awareness of career. Hence, it could be said that awareness of career is not a product of gender.

**Time of Career Guidance**

Data in table 4.5.1 presented the results on the time of career guidance in the sampled school. The results revealed that majority of students even though they have enough time to consult career teacher, rarely go for consultation on career choice. They also showed that most students are aware that they are behind on working on their career schedule. The career teachers on the other hand do not have enough time to attend to all the students. This observation is confirmed by those in table 4.6.3, where career teachers reported that there is only less time available to attend to students because of other assignments. This means that in order to provide enough time for career counselling, the career guidance teachers should be given less lessons and students encouraged to seek career counselling from time to time.

Information shown in table 4.5.2 presented the results on time for career guidance on the basis of gender. A critical look at the table indicates a slight difference only on seeking career guidance from the office. More male students than female consult on career guidance from the office. This means that the males do not necessarily wait for the scheduled time for guidance to go to the
office at their free time. The results of the t-test presented in table 4.8.4 showed that gender had a significant influence on the time for career guidance.

**Resources and Facilities for Career Guidance**

Information in table 4.6.1 presents frequency, percentage and means on the students rating of the resources and facilities for career guidance in their schools, while table 4.6.2 gives a comparison on the basis of gender. The results showed that school libraries and notice boards are not well supplied with materials that deal with career issues. The students were also not sure whether their career masters office has adequate space. However, most of the students reported that their school invites guest speakers to talk to them about career. This means that the schools should strive to provide resources for career guidance in their schools.

A comparison on the basis of gender revealed some differences in the rating of the resources and facilities by students. Majority of female students disagree that their schools provide resources on career guidance except for the invitation of guest speakers. Male students on the other hand are not sure about most of these resources except for invitation of guest speakers. This means that these resources are not adequately availed in most of the schools. Results of the t-test presented in table 4.8.5 indicated that gender had a significant influence on the career resources and facilities available in the schools.
Problem Facing Career Guidance in the Schools and Possible Solutions

Information in table 4.7.1 presented the results of the major problems experienced by career teachers in providing career guidance, while table 4.7.2 presented results on the possible solutions to these problems. The main problem according to the findings is inadequate resources and facilities for career guidance. Most of the schools do not source for resources and materials that cover issues related to career. They leave it to the teacher in charge of career to apply his or her knowledge in providing career guidance. Students were also identified as another problem. Most students avoid seeking individual counselling on career, they would rather wait for group counselling. This in the long run fails to take care of individual differences.

The two most important solutions to the above problems as suggested by the teachers are acquisition of resource materials for career counselling by the school administration and cooperation by fellow teachers in providing career counselling. This means that the schools should strive to avail relevant materials on career guidance, these materials can be kept in the library for students and others posted on the notice boards. Other teachers should also be sensitized to talk to the students on career as they teach them in their classes. This would make the students realise that the only way to a preferred career is working hard on the various subject areas.
5.2 Implications and Recommendations

The central idea of the study was to critically analyse the counselling implications of the findings. Guidance and counselling for the adolescent in school can never be complete without providing them with information on career choice. At the secondary school level, according to Shankar (1992), many of the adolescent problems face the students, one of the strongest concern at this level is usually vocation.

The results of this study indicate that career guidance exists in all the school sampled. However, most of the students disagree that they usually get help from the career teachers. This means that the approaches adopted by most of the teachers may not be effective. It is therefore recommended that the career guidance teachers should be advised to apply different approaches to career guidance. They may also take students out to places relevant to their career.

In analysing academic and professional qualification of the career guidance teachers, it was found that all of them were university graduates, however, only a few had received professional training in career guidance. A few had attended seminars in career guidance. This implies that in most of the secondary schools career guidance is offered by teachers who had received general training in guidance, therefore the professional touch is missing. It is therefore recommended that the TSC should strive to post professional counsellors to
The main career guidance offered in the schools touch on subject and course choice. This implies the teachers do not give proper attention to employment opportunities. This vacuum may lead to disillusionment on the side of the students when it finally dawns on them that the career they have vested their energies on pursuing have very minimal opportunities or is not very relevant to the current economies. It is therefore recommended that career guidance teachers should strive to cover all aspects of career that are helpful to their students.

I analyzing the time of career guidance it was found that career teachers lack adequate time to attend to all the students needs. This means that they are barely able to provide personal career counselling. It is therefore recommended that the schools should give the counsellor teachers few lessons and other responsibilities to enable them have time to attend to the students needs.

This study found that most of the schools lacked resources on career guidance. This implies that both the career teacher and the students miss out on current issues in career. It is therefore recommended that the school administration should budget for these resources just as they do for subject text books. This
would go a long way in moulding adolescents who are conscious about what they want to be in life.

5.3 Summary and Conclusion

This study was designed to assess factors that affect career guidance in secondary schools in Kandara Division, Maragua District. The findings show that:

- Career guidance exists in all the sampled schools, however, the students do not get enough help from their career teachers.
- Although most of the teachers in charge of career guidance have the right academic qualification, they lack professional qualification in career guidance.
- The most common career guidance in the schools are subject and course choice.
- Most students are aware of what career is.
- Career guidance teachers lack adequate time to attend to individual students needs.
- Students rarely go to the career guidance office to consult about careers.
- The schools lack resources dealing in career guidance.

5.4 Suggestions for Further Research

- This study was conducted in only one division in Maragua District. Further research could extend to other divisions and districts.
The study focused on career guidance. Future researchers could study other guidance not covered in the current study.

A study could be carried out among upper primary school pupils to find out if they are aware of career and if they are working towards the career of their choice.
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Nelson Richard (1972) *Guidance and Counselling in elementary schools*


APPENDICES

APPENDIX A

QUESTIONNAIRE FOR STUDENTS

INSTRUCTIONS

♦ This questionnaire seeks information on some of the factors and problems faced by Students in choosing their careers.
♦ Please respond to all questions as honestly as possible.
♦ The information given will be treated as private and confidential and only used for research. Do not write your name on the questionnaire.

PART ONE

Form ......................................................

Sex (Tick) Male ☐ Female ☐ Age

......................................................

PART TWO

Please read the following statements carefully and place a tick (√) against the answer that suits you most.

SA - Strongly Agree
A - Agree
NS - Not Sure
D - Disagree
SD - Strongly Disagree

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<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>1</td>
<td>I don’t know the reason why I am in School</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
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<tr>
<td>2</td>
<td>I know what is Careers</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>I am aware of existence of Careers guidance services in my School</td>
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<td>4</td>
<td>I know the teacher concerned with Careers</td>
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<td>5</td>
<td>The teacher talks to us often about Careers</td>
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<tr>
<td>6</td>
<td>I know what I want to be after school</td>
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<td>7</td>
<td>I am taking subjects relevant to the type of type I want to do in life.</td>
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</tbody>
</table>
8 I know the University/College entry grades
9 Others teachers in school talks to us about Careers while teaching
10 My parents have chosen careers for me
11 I am influenced by my friends to choose certain careers
12 Our library is well equipped with careers magazines and newspapers
13 Relevant information concerning careers is always on the notice board
14 The careers teacher takes us out to places relevant to our careers
15 I understand the education background for my career
16 I know various colleges/universities/institutions related to my future careers
17 Magazines, Newspapers, journals are always available to inform us about our future careers.
18 I know how to choose my courses in Colleges/Universities concerning my career
19 I am fully prepared to undertake my chosen career in Colleges/Universities
20 I always go to career office to consult about careers
21 I am okey with subjects I chose in Form three
22 I get all the help from careers master
23 Careers master has enough time to attend to us
24 Careers master has adequate office space for consultation
25 The school administration always invites resource persons to talk to us on careers
26 The school experience is of great help to my future career
27 I have enough time to consult teachers on my career
28 I value my future career
29 The school curriculum is related to careers
30 The school curriculum is not related to careers
31 The school administration influence me to apply wrong career
32 Other students are affecting my future career choice
33 I am working behind my career schedule
34 We don't hold joint debates with other schools concerning future careers
35 Old students are invited to talk to us about careers
36 I feel unprepared to take future responsibility on my career
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<tbody>
<tr>
<td>37</td>
<td>I feel prepared to take future responsibility on my career</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>38</td>
<td>I am confused about career choice</td>
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**Others not mentioned above (Specify and rate accordingly)**

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APPENDIX B

QUESTIONNAIRE FOR TEACHER COUNSELLORS

INSTRUCTIONS

♦ This questionnaire seeks information on some of the factors and problems faced by Secondary schools in the administration of Career Guidance. Please respond to all questions as honestly as possible.
♦ The information given will only be used for research purposes.

PART A

PERSONAL DETAILS

Gender:  Male ☐ Female ☐

Marital Status

♦ Married ☐
♦ Single ☐
♦ Divorced ☐
♦ Separated ☐

Nationality .................................................................

No. of Years in Teaching ...........................................

Length of teaching at present school...................................

Subjects taught ...........................................................

Qualification

♦  A - Level ☐
♦  Approved Teacher ☐
♦  Graduate Teacher ☐
♦  Masters ☐
♦  Any other (specify ..........................)
**PART B**

Please read the following statements carefully and place a tick (✓) against the answer that suits you most.

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<tbody>
<tr>
<td></td>
<td>SA</td>
<td>A</td>
<td>NS</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>1</td>
<td>I lack adequate information on various careers available</td>
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<td>2</td>
<td>I lack information on relevant resource persons</td>
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<td>3</td>
<td>I lack information on careers resource centers outside my school</td>
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<td>4</td>
<td>Students indiscipline affects my work</td>
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<tr>
<td>5</td>
<td>My careers office is well space and equipped</td>
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<td>6</td>
<td>Notice board is well placed to give students information</td>
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<td>7</td>
<td>I get materials from the ministry of education on time</td>
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<td>8</td>
<td>School sponsors Universities/College entry requirements talks through resource persons</td>
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<td>9</td>
<td>School organises careers trips to students</td>
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<td>10</td>
<td>My office has daily newspapers and magazines on careers</td>
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<td>11</td>
<td>All circulars and letters from Min. of Education are received on time</td>
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<td>12</td>
<td>I am always sponsored to attend careers seminars</td>
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<tr>
<td>13</td>
<td>The district organizes seminars for careers teachers</td>
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<td>14</td>
<td>Careers hand books and materials are available in my office</td>
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<td>15</td>
<td>The department is well financed</td>
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<td>16</td>
<td>Students come to office willingly for guidance</td>
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<td>17</td>
<td>I have few committed teachers in the department</td>
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<td>18</td>
<td>I feel over qualified for this assignment</td>
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<tr>
<td>19</td>
<td>I feel under qualified for this assignment</td>
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<td>20</td>
<td>Less time is available to perform my tasks to students</td>
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<td>21</td>
<td>Students over population affects my work</td>
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<td>22</td>
<td>Other students needs other than careers needs are addressed first</td>
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<tr>
<td>23</td>
<td>The Library is well equipped with careers information e.g magazines</td>
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</tbody>
</table>
24 The school curriculum is so broad to be covered within the four year period
25 The school curriculum is so narrow to prepare students for their future careers
26 I lack adequate information on how to advance in my careers expertise
27 Working conditions in my office is getting worse
28 I have a big teaching load therefore no time to attend to students
29 Parents give wrong careers guidance to students
30 Students are influenced by others to make wrong choice of careers

PART C

Please tick (✓) the ONE type of problem that usually bothers you MOST in your working life as a career master.

- Administration problems
- Physical resources problems
- Students personal problems

Others (please specify)

PART D

Please tick (✓) the ONE among the following resources that you use MOST in addressing your problems.

- Schools Administration
- Students
- Fellow Teachers
- Government Officers (D.E.O)

Others (please specify)