As Republic of Kenya (1999) and Wambari (1999 and 2002) have observed, profession and practitioners are not well matched in relation to demands of their jobs. Consequently, Kenya faces the scaring possibility that developmental goals will not be adequately achieved. The researcher was of the opinion that training career guidance teachers would enable them to function appropriately in their roles as well as enhance the achievement of educational and developmental goals. As an initial step towards the training of career guidance teachers in Kenyan secondary schools, the study attempted an analysis of training needs of career guidance teachers in secondary schools in Maragua District. The first chapter outlines the background of the study. It goes a head to state the problem at hand. The objectives and assumptions of the study are also examined. The second chapter explores the relevant literature in depth. It also illustrates the conceptual framework that guided the study. The third chapter will outline the research methodology that was employed by the study. Sampling method utilized by the study as also outlined. The data collected during the study is analyzed in the fourth chapter. Here the research records the findings of the study. Percentages, frequency tables and charts generated using Ms Excel are used to present this aspect of the study. A summary of the study is made in the fifth chapter. Here, the researcher documents the conclusions arising from the study. A number of recommendations are presented here. The study, guided by the concepts of "systematic" and "planned" training, utilised training needs analysis tools including, job and role analysis, personal interview, observation and questionnaires to collect relevant information. A total of 115 respondents were sampled using statistical techniques.