THE STATUS OF CAREER GUIDANCE AND COUNSELLING PROGRAMMES
FOR STUDENTS IN PUBLIC SECONDARY SCHOOLS IN NAIROBI PROVINCE

BY

ELIZABETH NYABONYI ORENGE

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MAY, 2011
DECLARATION

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

Signed: ____________________________  Date: ________________

ORENGE, ELIZABETH NYABONYI

E55/CE/13536/2004

We confirm that this research project was done by the student under our supervision.

1. Signed: ____________________________  Date: ________________

Prof. Grace Bunyi
Associate Professor
Department of Educational Management,
Policy and Curriculum Studies

2. Signed: ____________________________  Date: ________________

Dr. Wilfrida Itolondo
Lecturer
Department of Educational Management,
Policy and Curriculum Studies
DEDICATION

Dedicated to my loving and caring family – nuclear and extended – for understanding, supporting and encouraging me throughout the study period of hard work and sacrifice.
ACKNOWLEDGEMENT

I sincerely owe deep gratitude to my supervisors: Prof Grace Bunyi and Dr. Wilfrida Itolondo for their help, suggestions and advice throughout the time I worked on this research project. Their wise counsel, encouragement, patience and constructive criticism made this work come to completion.

Special thanks to my husband, Moses Orenge, children: Margaret, Evelyne, Albert and Gilbert, nephews: Isaac, Stephen and Eric; for their love, moral support and constant encouragement throughout my study and research work.

I also wish to thank my colleagues at Kenya Institute of Education, National Book Development Council of Kenya (NBDCK), Lang’ata High School and Kamukunji Secondary School for their sincere comments that gave me a sense of direction and encouragement.

My gratitude to all principals, teachers and students of public secondary schools in Nairobi Province who willingly participated in the study by providing the required information.

Finally, I wish to thank all those people in both private and public institutions and many relatives, though unmentioned by name, who helped and encouraged me in one way or another on the long journey of completing this master of education degree programme.

God Bless You All.
The focus of this research problem was that despite the Government efforts to support the provision of career guidance and counselling in public secondary schools, there was no readily available documented data of what is currently going on in the schools. Furthermore, during her literature review this researcher did not come across any study that had been carried out on the status of career guidance and counselling services in public secondary schools in Nairobi Province. The purpose of the study was therefore to assess the status of career guidance and counselling programmes for students in public secondary schools in Nairobi province. The specific objectives of the study were to: establish the status of Career Guidance and Counseling in public secondary schools; establish the availability and competence of Career Teacher Counsellors in public secondary schools; establish the availability and use of Career Guidance and Counselling resources in public secondary schools; find out the challenges in the effective implementation of Career and Counseling programmes in public secondary schools in Nairobi province and make recommendations on the ways of improving the status of career guidance and counselling in secondary schools.

The population for the study were 65 public secondary schools in Nairobi Province. The target population were the 65 principals, 65 career guidance and counseling teachers and 5940 Form Three and Four students. Descriptive survey design was used for the study. Stratified and Purposive sampling methods were used. The primary data was collected by the use of questionnaires and an interview schedule. The study found that schools had different programmes for the implementation of career guidance and counseling. The study also found that the career guidance and counseling teachers were available but not adequately empowered with career guidance skills, knowledge and facilities to carry out effective career guidance services. The study further found that career guidance and counseling resources were available in schools but inadequate. The challenges facing the implementation of career guidance and counseling in public secondary schools were found to be the inadequacy of career guidance and counseling resources, overloading of career guidance and counseling teachers with academic class work and inadequate information on different careers. Based on these findings, the researcher recommended that secondary schools in Nairobi Province should be assisted to come up with varied programmes on career guidance and counseling which should be coordinated by a department in the ministry of education. It was also recommended that teachers should be trained on career guidance and counselling to improve their competencies by organizing in-service trainings, seminars and workshops. The researcher finally suggested that a study be carried out on the Career Guidance training needs of all teachers in public secondary schools in Kenya.
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<tbody>
<tr>
<td>CGC</td>
<td>Career Guidance and Counselling</td>
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<tr>
<td>CM</td>
<td>Career Management</td>
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<tr>
<td>DANIDA</td>
<td>Danish International Development Agency</td>
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<td>FAWE</td>
<td>Forum for African Women Educationists</td>
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<tr>
<td>G&amp;C</td>
<td>Guidance and Counselling</td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td>Human Immunodeficiency Virus/Acquired ImmunoDeficiency Syndrome</td>
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<tr>
<td>HOD</td>
<td>Heads of Department</td>
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<tr>
<td>ICT</td>
<td>Information Communication Technology</td>
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<td>JAB</td>
<td>Joint Admissions Board</td>
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<tr>
<td>KCSE</td>
<td>Kenya Certificate Of Secondary Education</td>
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<td>KESSP</td>
<td>Kenya Education Sector Support Programme</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>NCDG</td>
<td>National Career Development Guidelines.</td>
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<td>NCES</td>
<td>National Center for Education Statistics</td>
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<td>SCG</td>
<td>School Career Guidance</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<tr>
<td>STWOA</td>
<td>School To-Work Opportunities Act</td>
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</table>
STW : School To – Work

TSC : Teachers Service Commission


UNFPA: United Nations Population Fund

USA : United States of America

OECD : Organisation for Economic Cooperation and Development

PDE : Provincial Director of Education

CPD : Continuous Professional Development
CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter covered the background to the study, secondary education in Kenya, statement of the problem, the purpose of the study, the specific objectives of the study, the research questions, the significance of the study, limitations and scope of the study, the assumptions, theoretical and conceptual framework and definitions of operational terms.

1.1 Background to the Study

Career guidance and counselling is the process of helping individual students to make career decisions based on evidence of abilities, interests, skills, attitudes and available job openings (OECD, 2004). Such career guidance and counselling activities may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector. The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services). They include career information provision (in print, ICT-based and other forms), assessment and self-assessment tools, counseling interviews, career education programmes (to help individuals develop their self awareness, opportunity awareness, and career management skills), tester programmes (to sample options before choosing them), work search programmes, and transition services (OECD, 2004).

Giving students the tools and knowledge to realistically plan for their futures is a primary goal of education. Career Guidance and Counseling is vitally important for today’s students who are more than ever “motivated but directionless” (Schneider & Stevenson, 1999). According to the National Center for Education Statistics (NCES) (2001), students in the USA have high ambitions, expecting to be highly educated and have professional careers, yet research has
found that many do not develop coherent plans for achieving their goals. Almost two-thirds of high school graduates enter post secondary education immediately after high school; however, more than a third of those leave within two years without earning any degree probably because they were not properly guided. Career Guidance and Academic Counseling can provide students with the necessary tools to set career goals, and give them an understanding of the education and skills they need to meet their goals.

According to Wiggins & McTighe (1998), the three major direct delivery components for career guidance and counseling are the guidance curriculum, individual student planning, and responsive services. The guidance curriculum consists of career guidance and counseling activities as well as academic and personal/social activities. The guidance curriculum is a specific plan with identified lessons in an appropriate form and sequence for directing teaching. It provides students with needed knowledge, skills, and attitudes. Individual student planning focuses on ensuring that all students develop and use personal plans of study.

Students use the knowledge, skills, and attitudes acquired from their experiences in the guidance curriculum to develop and use personal plans of study to guide their work in school and to make successful transitions to work or post secondary education. Responsive services provide students with the opportunity to meet one to one with school counselors to discuss career and related academic and personal/social issues. This study is therefore aimed at assessing the status of career guidance and counseling in the public secondary schools in Nairobi Province.
1.1.1. Secondary Education in Kenya

Formal secondary education in Kenya caters for the age group 14-18 years within the school system. This sub-sector consists of over 6,000 public secondary schools and about 600 private secondary schools with a total student population of over 850,000 (Kenya Education Sector Support Programme (KESSP), 2005 – 2010). However, the massive increase in enrolments in primary schools, following the introduction of FPE has placed pressure on the secondary school system to expand access. The immediate challenge of secondary education is how to expand access at a relatively low cost while improving the quality of education provided. The momentum for rapid and urgent expansion of secondary education will become more crucial as FPE increasingly expands to cover all the school age children.

Performance in KCSE examination which marks the termination of the four year secondary course is used for selection into university and training in middle-level colleges; it is also used to select students into professions and vocational technical jobs. The principal thrust in the government of Kenya policy on secondary education is to raise participation with a view to making the sub sector part of basic education provided to all children in the eligible age group.

Education plays a central role in the social, economic and political development of any nation. The education sector is therefore vital in the realization of national development goals. In vision 2030 which is expected to transform Kenya into a global competitive economy, education is earmarked as a vital tool in the achievement of the targets of the three pillars namely, economic, political and social pillars (Republic of Kenya, 2008). High school students therefore need to be exposed to information about the world of work early in their lives. This is because the ability to make the right career choices depends on the quality of guidance received. Students must also have good career skills if they have to remain competitive in the
job market. When students understand themselves, they are able to recognize and relate their talents and abilities to the field of work that suits them most.

Employers today are looking for much more than an education certificate. Those seeking employment must show additional skills and abilities that may not necessarily have been acquired from a formal classroom. Students being potential employees should demonstrate the ability to perform multiple tasks. They therefore need guidance on the dynamics of the modern world of work while still at school as they make subject choices. Students will make better career decisions if they recognize that the world is now a global village and they have to compete for employment with people from all over the world. In the exploration of career development and counselling, students will also discover that the world of work is very dynamic. It is therefore imperative that secondary school students be exposed to the emerging trends in the work environment (Gitonga, 2009).

The question of effective provision of career guidance in schools has continued to attract the attention of many educationists. Mukhwana (2005), quotes the then Vice chancellor, University of Nairobi, Professor Gichaga attributing the problem of a large number of KCSE graduates failing to get placement to public universities and in suitable degree courses to inadequate provision of career guidance in secondary schools.

“Lack of proper career guidance in schools is taking its toll on university admissions...about one third(1/3) of students applying for University admission annually fail to get placement because of unsuitable subject combinations and poor career choices” (Gichaga, 1995)

Mukhwana (2005), further asserted that the provision of vocational guidance in our educational institutions has been necessitated by great changes in our society and the world at large and has become more complex than ever before. Automation and recession, for
example, have forced many people into early retirement and retrenchment resulting in unemployment. The rate of technological change and the isolation of young people from possibilities for employment have created problems in occupational choices. Many students are not able to obtain an informal exposure to a variety of occupations, nor can they easily obtain relevant data about them. Students have limited knowledge of occupations and the range of alternatives available to them. This ignorance leads to unrealistic career aspirations. There is therefore, a need to assist students to have more realistic career expectations. Students do not know the routine features that characterize work. In industry, for instance, the mental health include an increase in drug use, alcoholism, absenteeism, on-the-job accidents, depression, withdrawal and forms of mental disturbance. The students should be assisted to be aware of such hazards as well as of actual working conditions.

Our society places values on certain jobs. Some jobs are believed to be exclusively for males while others are regarded as for females. For example, midwifery is traditionally thought to be for females only, while architecture is thought to be a man’s job. Hence, there is a need to address gender issues in order to eliminate stereotypes from the society. The students should be aware of the options for wage-earning and gainful employment. For example, they should prepare a business plan and make concerted efforts to find self-employment. Moreover, although specialization can be a blessing to the society, the same society may feel that individuals are over-trained, and under-used. Students need to be aware of such problems as they prepare for the world of work. This problem therefore points to the fact that career teachers need to be well informed on careers available, career requirements and educational opportunities. The question still remains as to whether the teachers are the best placed to offer such guidance if they are expected to teach full load. This study sought to establish the challenges and status of career guidance and counselling programmes for public secondary school students in Nairobi province.
According to Osumba (1998), quoted in Mukhwana (2005), secondary school students joined institutions of higher learning without proper course choices, leading to poor performance and constant career changes in university and working life. Lack of career guidance and counselling programmes in secondary schools has hampered professional development of many students and youth. Madelene Dunford (2003), emphasizes the importance of career guidance to those who want to go for training since it has financial implications.

1.1.2 Government Efforts in the provision of Career Guidance and Counselling services.

School based career services in Kenya started way back in the 1920’s before the country’s independence. The service was tailored to serve the colonial masters in providing labour required for their economic exploits by then. After the country gained independence, there was need to change the purpose of the career guidance services to match with the needs of the economy of the new democracy. Following the radical review of Kenyan Education system by the Gachathi Commission of 1976, new and expanded objectives were documented for the career guidance in Kenya secondary schools. A Guidance Councellors’ Handbook was published in 1977. The handbook was dispatched to schools for the implementation of the programme. The Ministry of Education made it compulsory through a directive that each school establish a department that deals with Guidance and Counselling services. Before the expansion of Career services to the present day Guidance and Counselling, career Guidance was the core-business of the career teachers. This brought about establishment of Guidance and Counselling Departments in the schools.

The Ministry of Education has a Guidance and Counselling (G&C) Unit, which was created in the 1970s. The unit provides services to secondary schools and teacher training colleges as well as conducting in-service courses for primary school teachers. In the past the unit has developed a career guidance booklet for use by secondary school students. Over the years, the
mandate of the unit has been expanded in response to the challenges emerging in the education sector. Currently, the unit is charged with the responsibility of coordinating in-service courses for teachers, pupils, students, head teachers, workers and other stakeholders such as parents/guardians, at all levels. This expansion has been found necessary for the empowerment of key actors to handle growing challenges (KESSP, 2005-2010).

The Government supports the provision of G&C services in schools but the policy response in this area remains weak (KESSP, 2005-2010). There are no comprehensive G&C services yet in place. As a result, issues to do with discipline and violence in schools have been handled in an ad-hoc manner. However, Sessional Paper No. 1 of 2005 has provided general guidelines on G&C services in schools. It is also noted that the The National Conference on Education and Training (2003), also recommended that a national programme be instituted for professional training of teachers/personnel to handle G&C services and that the latter be offered by professionally trained mature members of staff. In addition, the Wangai Report (2001) on student discipline and unrests in secondary schools also made strong recommendations on the need to strengthen G&C in schools by equipping teacher counsellors with skills and knowledge in this area so that they can perform their duties effectively. This study sought to establish the availability and training of career guidance teachers.

The Ministry of Education (MOE) developed a Careers’ Guide Book for Schools in the year (1999) which focuses on the need for students to be equipped with up-to-date information on the various dynamics on the modern world of work, the various careers that are still relevant, the type of professional and skills training required, as well as the various training opportunities available. The career guide book which has been reprinted from time to time over a period of time (2000/2007/2009) is intended to assist the learners in identifying their vocation or lifelong calling. In addition it is intended to help them assess their personal characteristics, strengths, weaknesses, dislikes and likes and relate them to selection of
subjects, appropriate post secondary courses and career options. The career book also gives an overview of each of the various broad careers and courses that one can train in. It also provides guidelines on where the courses are offered both locally and internationally.

The ministry of Education (MoE) policy documents point to the fact that career guidance and counselling should be part of the Guidance and Counselling support services provided to learners. According to the Careers Guide Book for Schools (2009), many schools have guidance and counselling teachers appointed by the Teachers Service Commission (TSC). However, there is no readily available data on the current status of career guidance and counselling services in secondary schools in Kenya.

1.2 Statement of the Problem

As already highlighted in the background to the study, a significant number of young people leave secondary schools without knowledge on the career they want to pursue in life. Students especially in public secondary schools in Nairobi seem not to have knowledge on what they want to pursue later in life. This has been evidenced by the fact that even at form three level when students are expected to choose subjects in line with their career aspirations, many still do not have a clear idea of what they want to pursue in life. Career guidance programmes are therefore needed to help the students in their decisions about their future careers. This situation calls for well organized career guidance and counselling programmes in secondary schools.

Despite efforts by the Kenya Government to support provision of CGC, there is scanty documented data on the status of Career Guidance and Counselling in secondary schools in Kenya. Mukhwana (2005), carried out a study on factors that hindered effective implementation of career guidance and counselling services in public secondary schools in Vihiga district. He recommended that a study be done on the status of career guidance and
counselling in public schools in Kenya. In the literature reviewed by this researcher, no study has been done to that effect. It is with intention to fill this knowledge gap that this study was aimed at finding out the career guidance and counselling programmes offered to students in schools, the availability and competence of career guidance teachers, the resources available for the implementation of guidance and counselling in schools and what hinders effective implementation of career guidance and counselling programmes in public secondary schools.

1.3 Purpose of the Study

This study assessed the status of career guidance and counselling programmes in public secondary schools in Nairobi Province with a view to making suggestions on ways of improving and strengthening the provision of career guidance and counselling services for students in public secondary schools in Kenya.

1.4 Specific Objectives of the Study

The Objectives of the Study were to:

(i) find out the career guidance and counselling programmes being implemented in public secondary schools in Nairobi Province.

(ii) establish the availability and competence of career guidance teachers in public secondary schools in Nairobi Province.

(iii) establish the availability and use of occupational resources for career guidance and counselling in public secondary schools in Nairobi Province.

(iv) find out the challenges facing the effective implementation of Career Guidance and Counseling in public secondary schools in Nairobi province.

(iv) solicit for suggestions on improving the effectiveness of career guidance and counseling in secondary schools.
1.5. Research Questions

The researcher was guided by the following five research questions:

(i) What career guidance and counselling programmes are being implemented in public secondary schools in Nairobi Province?

(ii) What is the level of availability and competence of career guidance and counselling teachers in public secondary schools in Nairobi Province?

(iii) What print, non-print and electronic resources are available for the implementation of career guidance and counselling programmes in public secondary schools in Nairobi Province?

(iv) What are the challenges to the effective implementation of career guidance and counselling programmes in public secondary schools in Nairobi Province?

(v) How can the implementation of career guidance and counselling programmes be improved in schools in Nairobi Province?

1.6 Significance of the Study

Career Guidance and counselling is the bedrock for achieving potential self-actualisation. It is a process of helping individuals to understand themselves by discovering their own career needs, interests and capabilities in order to formulate their own career goals and make plans for realizing those goals. An assessment of the status of career guidance and counselling services for secondary school students is of paramount importance; hence this study.

The results from the study may help in throwing more light on how career guidance and counselling programmes are being implemented in public secondary schools in Nairobi and the quality of career guidance services received by secondary school students. In addition, the findings may provide information to education planners and school administrators on their
responsibility in providing adequate facilities for guidance and counselling services in order for students to receive quality career guidance and counselling.

This study may particularly be useful to the Ministry of Education as the findings highlighted the challenges facing the effective implementation of Career Guidance and Counselling in schools. The Ministry may therefore use the findings of the study to strengthen policies on Career guidance and Counselling in public secondary schools in Kenya.

1.7 Limitations and Scope of the Study

The research was conducted in one (1) out of the eight (8) provinces in Kenya, namely Nairobi, which is also the capital city of the country. The cosmopolitan nature of its inhabitants did not reflect the social class structure of the entire country. Since most of the schools in Nairobi have urban settings, the findings of the study may not be relevant to rural experiences where the majority of the Kenyan youth are schooling. This is because factors influencing student lifestyles and decision making such as television, videos, internet services and print media, are found more easily in Nairobi than in schools with rural settings. Hence the urban students may be more exposed and informed on career options than rural students. The findings of the study therefore need to be applied with those factors in mind. The small number of schools (19), out of a possible 6000, that participated in the study may not reflect the true picture of the status of career guidance and counselling programmes in the country.

This study was conducted in selected public secondary schools in Nairobi province. The study covered only 19 public secondary schools in Nairobi out of a possible 65 public secondary schools. Though private secondary schools that are the majority in Nairobi Province too are expected to have career guidance and counselling programmes, they were not included in the study because of time and financial implications.
1.8 Assumptions of the Study

The study assumed that the sampled schools shall respond honestly to the items in the interview and questionnaires prepared for this study.

The study also assumed that all public secondary schools had trained career guidance and counselling teachers assigned and that adequate resources for the implementation of career guidance and counselling programmes were available.

1.9 Theoretical Framework

Parsons (1909) Trait and Factor theory guided the study. According to Parsons (1909), the wise choice of a vocation has three broad factors: (1) Clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and their causes; (2) Knowledge of the requirements, conditions of success, advantages and disadvantages, compensation, opportunities and prospects in different lines of work; (3) True reasoning on the relations of these two groups of facts. It was the first conceptual framework for career decision making and became the first guide for career counsellors in the U.S. and later in other parts of the world. These rather simple ideas are still at the core of most modern theories of career choice and development. Trait and factor models, rooted in the early theorising of Parsons, dominate practice (Brown & Brooks, 1991). However, there is an increasing awareness that while simplistic approaches to career counselling for some individuals may be sufficient, there are many people who bring very complex career-related problems to counsellors. The assistance they need requires the career counsellor to be highly skilled in both personal and career counselling. In the Kenyan context, Parson’s Trait and Factor theory has implications that students should be helped to have a clear understanding of themselves, their aptitudes, abilities, interests, ambitions, resources and available job openings in the market.
This can only be possible if public schools in Kenya are staffed with career guidance teachers with appropriate training, adequate and relevant occupational resources and the existence of supportive government policies in regard to the provision of career guidance services.

This study sought to establish the opportunities at the disposal of students through the activities they are exposed to, the competence of teachers in charge of career guidance activities and the occupational resources available.

1.10 Conceptual Framework on Status of Career Guidance and Counselling.

Source: Researcher (2009)

A conceptual framework is a model of presentation where a researcher represents the relationships between variables in the study and shows the relationship graphically or diagrammatically (Orodho, 2004).

In the conceptual framework above, effective career guidance and counseling is the dependent variable for the study while the independent variables for the study are: teacher training/qualification on career guidance and counseling, career guidance and counseling programmes offered, availability of resources, and effectiveness of policies on career guidance and counseling.

Career Guidance and Counseling in Secondary schools
programmes offered and the availability of resources for career guidance and counseling. The intervening variable for the study is the effectiveness of policies on career guidance and counselling since supportive government policies are critical to the implementation process of any initiative in the public domain.

If career guidance and counselling teachers are well trained; varied and well coordinated programmes are being implemented and adequate, up to date resources are available; supportive government policies are in place, then the status of career guidance and counselling would be said to have improved.
1.11 Definitions of Operational Terms

**Career**-refers to a sequence of positions, jobs or occupations that a student may engage in during his or her working life in future.

**Career Aspirations**-refers to preference for a particular job or occupation such as salaried employment, self employment, unskilled job, semi-skilled, artisan, clerical job, administrator and professional occupations that students may aspire for.

**Guidance**-A full range of personalized assistance given to a student who is seeking to expand his/her self-understanding and his/her understanding of others. It is a life-long process that is concerned with the developmental needs of each individual student.

**Counselling**-A process concerned with decision making, skill acquisition and problem resolution, either individually or in group settings so as to make the fullest possible use of students’ personal potential in order to become fully functioning individuals.

**Career Guidance and Counselling**: This is the process of helping individual students to make career decisions based on evidence of abilities, interests, skills, attitudes and available job openings.

**Programme**- A plan of activities of what is to be done.

**Career development**-A continuous process through which individual students acquire information about oneself and the world of work. The information is then organized to help make informed decisions about future careers.

**Job**- This is a position with duties at a particular time. It can be temporary or permanent.

**Occupational information**-Refers to any and all kinds of information regarding any position or occupation that is potentially useful to students or anyone choosing an occupation.

**Public Secondary school**-Refers to a government maintained or assisted secondary school whether National, Provincial or District school.
Career teacher - Refers to the teacher who is given responsibility or is in charge of career guidance and counselling of students in a school.
CHAPTER TWO
RELATED LITERATURE REVIEW

2.1 Introduction
This chapter presents related literature on: Career Guidance and Counselling programmes, competence and training of career guidance teachers and occupational resources for career guidance and counselling.

2.2 Career Guidance and Counseling
Career counselling basically consists of four elements: (a) helping individuals to gain greater self-awareness in areas such as interests, values, abilities, and personality style, (b) connecting students to resources so that they can become more knowledgeable about jobs and occupations, (c) engaging students in the decision-making process in order to choose a career path that is well suited to their own interests, values, abilities and personality style, and (d) assisting individuals to be active managers of their career paths (including managing career transitions and balancing various life roles) as well as becoming lifelong learners in the sense of professional development over the lifespan (UNESCO, 2002).

Practising career counsellors more and more call what they do “whole people” career counselling. Today, career counsellors are less concerned with helping people make initial choices and more concerned about planning a career path that will involve a series of occupations. They are also aware that many people who come for career counselling need either concurrent or separate work on psychological problems that inhibit or preclude them from making choices altogether (Brown & Brooks, 1991). This more comprehensive approach to careers guidance requires a wide variety of knowledge bases and skills as we now enter the twenty first century. They certainly put ever increasing demands on both the experienced and inexperienced Guidance Counsellor.
Literature on career guidance is rather scanty in Africa. However, the beginnings of guidance in some African countries can be dated back into the fifties in counties such as Nigeria, which made great strides in the field. In countries such as Malawi, Tanzania, Zambia, Swaziland, guidance services did not exist until the late sixties. As with the USA, beginning 1900’s, the emphasis was on vocational information, awareness of the world of work, the location of employment and the reduction of examination anxiety.

While the focus on career guidance continues in most African countries, some countries like Botswana (which introduced guidance and counselling in their education system in 1963) are now trying to develop comprehensive guidance programmes that cater for the personal, social, vocational and educational needs of the learner. Since 1985, after the policy direction seminar on guidance and counselling in Botswana, emphasis has been on making guidance and counselling an integral part of the education process. It is seen as supplementing and complementing all other educational programmes in the school. They are also aimed at addressing the needs and concerns of the learners at different levels of academic achievement, education and development (Maes, 1995).

The place of Career Guidance and Counselling in education systems has been of great concern in many African countries. Its presence in the system can be likened to that of psychology in the USA in the late 19th Century that is why psychology as a discipline was regarded as a branch of philosophy. Hence, to many educationists in Africa, guidance and counselling can be given any teacher, whether graduate or non-graduate teacher. A teacher in a school is appointed and is referred to as the career master/mistress or career advisor. In most cases, he/she has no training and has no insight into the the functions of a guidance-counsellor. It is obvious, therefore, that there is much to be done before Career Guidance and Counselling can have a proper place in our education systems (Navin, 1985). This study sought to establish the
availability and competences of personnel involved in the implementation of Career Guidance and Counselling programmes in public secondary schools in Nairobi province.

The history of career guidance education has gone through various stages (Hughes et al., 2004). It was characterized by a top down approach in the years during and following World War I, when experts assessed individual’s capabilities and then determined the best occupation fit for them. A more developmental approach followed in the years after World War II, when the occupational choice of an individual was regarded as a process that needed to include his/her input. Recognizing that vocational guidance needed to be comprehensive and that there should be a standard framework for career guidance programs, allowed for the passage of the National Career Development Guidelines (NCDG) published first in 1989 and then revised in 2003. Current career guidance education programs are guided by this publication.

The framework of the NCDG speaks to the specific competencies that career guidance programs should be promoting as well as the requirements necessary to achieve effective programs (Hughes et al., 2004). The framework consists of three content domains: Personal Social Development (PSD), Educational Achievement and Lifelong Learning (ED) and Career Management (CM) and their corresponding goals that broadly define the developmental areas of career competency.

The NCDG framework goals are based on the understanding that career guidance education needs to be comprehensive and therefore the corresponding activities include parents, teachers, community members, counselors, administrators as well as students (ACRN website, “What is NCDG”), an approach that reflects Parson’s tripartite model. These goals also speak to an understanding of the qualities that are essential for adolescents to cultivate if they are to be successful in understanding themselves, the career roles they can attain, and their future
occupational success. These qualities include: {a} growth in purpose and direction, {b} perceived opportunities and choice, {c} personal agency and empowerment, {d} perseverance and an ability to overcome obstacles, {e} commitment and maturity, and {f} motivation and hope (Lapan et al., 2001).

In the USA, career guidance education has been seen in recent years as needing to address the career development of all students including those who join the workforce immediately out of high school. The School-To-Work Opportunities Act (STWOA) was passed in 1994 as an attempt to address the aimlessness of young adults in the workforce and to better prepare students in making the School To Work transition (STW) (Solberg et al., 2002; Griffith et al., 2001). The literature on the interpretation of STW diverges into two main categories: Authors who consider STW interventions as relevant only to non-college bound youth and those who see STW activities as applicable to all student groups including those who will obtain further education. The STWOA legislation actually acknowledges both categories in its definition of STW activities (Solberg et al., 2002) which includes: career awareness classes, work readiness classes, development of individual student career plans, student use of career centers, instruction on pathways to careers, extended workplace activities, internships, summer jobs, work site shadowing, workplace mentoring, and community service (Griffith et al., 2001).
Table 2.1 below shows the goals of each domain (ACRN website, NCDG framework).

Table 2.1: NCDG Framework-Goals for each domain

<table>
<thead>
<tr>
<th>Personal Social Development (PSD)</th>
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<tbody>
<tr>
<td>Develop an understanding of yourself to build and maintain a positive self-concept.</td>
<td></td>
</tr>
<tr>
<td>Develop positive interpersonal skills including respect for diversity.</td>
<td></td>
</tr>
<tr>
<td>Balance personal, leisure, community, learner, family, and work roles.</td>
<td></td>
</tr>
<tr>
<td>Integrate personal growth and change into your career development.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Achievement and Lifelong Learning (ED)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attain educational achievement and performance levels needed to reach your personal and career goals.</td>
<td></td>
</tr>
<tr>
<td>Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Management (CM)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Create and manage a career plan that meets your career goals.</td>
<td></td>
</tr>
<tr>
<td>Use a process of decision-making as one component of career development.</td>
<td></td>
</tr>
<tr>
<td>Use accurate, current, and unbiased career information during career planning and management.</td>
<td></td>
</tr>
<tr>
<td>Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.</td>
<td></td>
</tr>
<tr>
<td>Integrate changing employment trends, societal needs, and economic conditions into your career plans.</td>
<td></td>
</tr>
</tbody>
</table>


African Ministers of Education have long been aware of the growing number of social problems which affect the lives of young Africans, particularly girls, and determined sometimes ago that their education systems had to play a much more active and positive role in promoting the growth and development of the young people entrusted to their care. The consensus of a series of meetings reached was that Guiding and Counselling should be an integral part of the education of children and should be included in the teacher training programmes. This co-ordinated effort resulted in the establishment in April 1997, of a board
of governors, made up of African Ministers of Education on who would be responsible for policy decisions and for establishment of the Guiding and Counselling Programme.

In preparing the programme, African countries also agreed that, “Guidance and Counselling and Youth Development Centre for Africa”, designed to provide training for teacher trainers and social workers from all over the continent, would be set up in Malawi. While this programme was intended for use with boys and girls, its content and organization are such that special attention is given to the needs and requirements of girls. Assistance is being given by a number of international and regional agencies such as UNESCO, UNICEF and UNFPA.

The school as an important social institution, is required to adapt quickly to the changing patterns, and help prepare citizens for tomorrow’s challenges. Career counselling in the educational system should help boys and girls alike, to develop their capabilities to the full.

2.3. Career Guidance and Counselling activities and Programmes

This section presents relevant related literature on career guidance and counseling in other nations.

2.3.1 Career Guidance and Counselling in countries outside Kenya

In Malta, there is a career guidance policy that is implementated by the government. Career guidance in schools largely focuses on helping students make important educational decisions at particular points in time, especially during the last years of secondary schooling, when students make choices on subject clusters and start seeking information on post-secondary educational institutions or job opportunities (Sultana, 2004).

(i) Transition Talks

The students are provided with specific guidance to facilitate their transitions throughout their compulsory education and beyond especially from one level to the next.
(ii) One-to-one Interventions
To further assist students in choosing their career path, guidance teachers in Maltese schools conduct one-to-one helping interventions with students with special emphasis to the secondary students who need to make subject related choices, and with fourth and fifth form students who seek to clarify their thoughts about their future career plans. The aims of such interventions include those of helping students explore their feelings and concerns, reflect on the information they have collected, and work on any emotional difficulty which students may experience in making career decisions.

(iii) Career Seminars
Career Seminars organised by the Guidance and Counselling Unit for school leavers give students an opportunity to understand better the choices they have to face when they reach the end of their secondary education. This programme is only compulsory for state secondary schools and runs on a ‘first come first served’ basis for independent and church schools in Malta.

(iv) Career Orientation Visits
Introductory work place visits are organised by guidance teachers in order to encourage direct exploration which helps students to make some tentative choices about particular interests and investigate those choices more thoroughly before making commitments.

(v) Work Experience
Although there is no formal requirement of work experience during compulsory schooling, some guidance teachers also organise work placements or job shadowing experiences for fifth formers. These activities motivate students to become more accustomed to working realities and provide a firmer basis for career decisions. A number of schools also organise “mock interview sessions” to help students get accustomed to prepare for and attend interviews.
(vi) Career Week/Days
The aim of Career Week/Days is to raise awareness among fifth formers who are at a key decision making point in their life on issues relating to careers and the world of work.

(vii) Parental Involvement
Parental support is particularly critical to adolescents’ career choice. Guidance teachers organise talks for parents both on topics of a personal nature and on topics related to careers. Occasionally, schools invite parents and alumni to address students on career-related topics.

In a study done by Mcfarland (1999), career guidance programmes were described by school counselors as a major component of career development. He added that student self-understanding was increased primarily through the use of interest inventories and aptitude tests. Students clarified their self-concepts as they compared their interest patterns to those of people in various occupations. Mcfarland found that students began developing a clearer sense of themselves as they understood their abilities and how the information related to career choice.

Regarding the programs used for career development in schools, the career program survey by Mcfarland (1999) found that the programs included: career curriculum, community service, resource centre, career courses, job shadowing, career days and classroom lessons. To connect the information students learnt about themselves to careers, counselors reported most often infusing career information into the classroom and coordinating special Career Days. Students increased their opportunities for educational and occupational exploration by learning about various careers and what was required for work satisfaction in those career fields. Only 18 percent of responding counselors reported using a comprehensive career development curriculum. Further more, counselors reported using computer-based career exploration programs and individual career counseling sessions to assist students with career planning and decisionmaking. Through methods which matched career fields with student interests,
abilities, and values, students were assisted in making choices that resulted in an optimal personal and environmental fit. Educational and occupational planning results in the specification and exploration of these initial choices. Effective career counselors were trained to help students realize that the initial choices were tentative, and as they continue to clarify their self-concepts and as work environments change, other choices were possible. This study sought to find out the activities being used in the implementation of career guidance and counselling programmes in public secondary schools in Nairobi Province.

2.4 Competence and training of Career Guidance and Counselling Teachers

2.4.1 Requirements for career guidance personnel in Other countries

Qualifications for career practitioners in Malta
In Malta, in order to practice career guidance, one needs to be adequately qualified and experienced. Qualifications in related fields (such as education or psychology) are not regarded as necessarily sufficient for career guidance practitioners.

Availability of training
There are undergraduate and postgraduate training courses available for career guidance practitioners. These courses are based on clear objectives and outcomes. Guidance staff are granted permission to attend related short training courses within their hours of employment.

Foreign experts are asked to contribute to fill lacunae in skills and knowledge of career practitioners (for example, with regards to career guidance issues related to students with disabilities). The Government ensures that career guidance training at Masters level is available for guidance practitioners.

Competencies for Career Practitioners

Career practitioners are expected to possess and demonstrate the following 11 core competencies:
i. Appropriate ethical behaviour and professional conduct in the fulfillment of roles and responsibilities;

ii. Advocacy and leadership in advancing clients’ learning, career development and personal concerns;

iii. Awareness and appreciation of clients’ cultural differences to interact effectively with all populations;

iv. Integration of theory and research into career guidance practice;

v. Ability to design, implement and evaluate career guidance programs and interventions;

vi. Awareness of his/her own capacity and limitations;

vii. Skills to communicate effectively with colleagues or clients, using the appropriate level of language;

viii. Knowledge of updated information on educational, training, employment trends, labour market, and social issues;

ix. Sensitivity towards social and cross-cultural issues;

x. Skills to cooperate effectively in a team of professionals;

xi. Knowledge of lifelong career development processes.

xii. Professional development

Career guidance practitioners should demonstrate a commitment in continuing professional development (CPD). CPD activities should be carried out regularly and should involve, among others, updating of skills, the use of new technology and opportunity for networking. Practitioners who repeatedly demonstrate lack of interest in CPD should not be left working in the field.

A study by OECD (2004) outlined some of the difficulties involved in trying to assess the size of the career guidance workforce in different countries. They found that the non-specialised basis upon which career guidance was often delivered, the weak training and qualification
Arrangements that existed in most countries, and the fragmented nature of practitioner representative organizations indicated that career guidance was almost everywhere weakly professionalised. In many countries, insufficient training, inappropriate training, or both, constituted significant barriers to the capacity of career guidance services to contribute to the implementation of lifelong learning and active labour market policies. The study argued for a stronger role for governments in setting training standards and content.

The study’s key policy conclusions were that:

Using the standard criteria for a profession, career guidance was weakly professionalised in most countries. In the largest settings in which it was typically provided (schools and public employment services) it was commonly provided by people who were also expected to do other things (teach, place people in jobs, help people with personal and study problems) and who normally did not have specialised tertiary-level qualifications and training for their career guidance work.

Career guidance practitioners in many countries received either insufficient or inappropriate training. Available training programmes generally had major gaps in a number of areas that were important for the capacity of career guidance to meet the types of policy challenges. In particular they were weak in: developing skills in ICT use in career guidance; training for support workers; providing an understanding of labour market changes; developing skills for curriculum-based delivery; teaching practitioners how to develop clients’ career self-management skills; and teaching practitioners how to organize and manage career guidance resources, as opposed to direct personal service delivery.

Governments needed to play a more direct role in reshaping the nature of the career guidance workforce and its qualification and training arrangements. A priority in most countries should have been to create separate, and appropriate, occupational and organisational structures.
through which career guidance could be delivered, including more differentiated occupational structures. This needed to be combined with significant improvements to the level of training required of career guidance practitioners, and with more deliberate interventions to shape the content and nature of career guidance training.

2.4.2 Training of Career Guidance and Counselling teachers in Kenya

There is need to strengthen G&C services at all levels of education and in particular train: pre-school, primary, secondary and post-secondary teachers in G&C and its application to their areas. There is also need to prepare and disseminate training modules in G&C for primary, secondary and post secondary G&C staff and strengthen G&C in pre-service training. In particular, there is need to document and disseminate timely information on coping with the maturation process, and role of peer counselors. In addition, development and dissemination of career information booklets will empower teachers in schools with the necessary skills to be able to guide students on career choices (KESSEP, 2005)

The implementation of Career Guidance and Counselling by the Government of Kenya is based on a number of recommendations and guidelines contained in various education commission reports, national plans and government sessional papers such as the Ominde report of 1964, Gachathi report of 1976, Kamunge report of 1988 and sessional paper no.6 of 1988 (MOE, 2004).

The Ominde report of 1964 stated the need to re-assess expatriates’ guidance in schools. He found that the provision of vocational guidance was not adequate. The 1974-1976 Development plan advised teachers to assist learners to resolve their psychological problems by providing guidance and counselling services. The Gachathi report of 1976 recommended that teachers be trained in Guidance and counselling.
The 1973-1983 Development plan recommended that guidance and counselling forms part of the curriculum at teacher training colleges and universities. This was emphasized in the Kamunge report of 1988 that made various recommendations for training and provision of guidance and counselling services. Among the recommendations were the decentralization of guidance and counselling to district levels; senior teachers to be responsible for running the programmes; TSC to appoint guidance and counselling HODs in schools; KIE to be charged with the responsibility of developing a suitable and relevant curriculum and the resource materials such as guidance and counselling handbook; training of teacher trainers and teacher counsellors; provision of guidance and counselling services in schools and colleges; development of peer education and counselling clubs.

The Sessional Paper No. 6 of 1988 placed emphasis on training of guidance and counselling providers and inspectors for better service provision. The 2001-2002 Development Plan recommended that TSC should give Study leave with full pay for any teacher going to study guidance and counselling. Mukwana (2005) found that lack of enough duration of training was a hindrance to proper implementation of career guidance and counseling in schools.

The 2001-2002 Development Plan recommended that TSC should give Study leave with full pay for any teacher going to study guidance and counselling. If effectively implemented, the above policies would ensure that learners acquire the necessary lifeskills required in the workplace. Although the Ministry of Education has gone to great lengths to make sure that teachers are equipped with knowledge and skills necessary to manage and cope with emerging issues and challenges involving learners, there is often, a disconnect between policy and practice especially in our examination orientated school system where non-externally examined programmes are ignored notwithstanding their importance.

2.5. Resources for Career Guidance and Counselling
2.5.1 Facilities for career guidance

The facilities needed by the school counsellor to carry out quality guidance and counselling services in the school are numerous. Some of these are; accommodation, bookshelves, tables with drawers, cupboard for storing pamphlets, finance, time and psychological test materials. The findings of a study done in schools in Benin City showed that the available guidance and counselling facilities were inadequate. This was in line with the assertion made by Shertzer & Stone (1976), Ipaye (1983) and Oladele (1986) that the provision of adequate guidance and counselling facilities would certainly influence the effective delivery of quality guidance services in schools. It was observed that most guidance and counselling personnel had an office, which conforms to Ipaye’s (1988) and Egbochuku & Iyamu’s (2000) views that without private accommodation counselling would not be successful and delivery of guidance services would be ineffective. Contrary to Ipaye’s (1988) recommendation, most school counsellors’ offices did not have the basic guidance and counselling facilities.

2.5.2 Resources for Career Guidance

In a Handbook on Career Counselling by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2002), the following resources are suggested as resources for effective career guidance and counselling programmes:

(i) Books
Books that provide information about different types of jobs, such as educational requirements, amount of pay and descriptions of the work. It is important that the information be up to date.

(ii) Videos
Videos on various career topics for students to watch. Videos are particularly useful on the topic of interviewing skills, where students can watch examples of how to answer questions in a job interview situation. If the recording equipment is available, it is also useful to videotape
students as they practise interviewing skills. They can observe themselves as the video is played back and learn what went well and what needs to be altered in their behaviour.

(iii) Well-classified information on careers/jobs
It is useful to have a classification system of jobs where specific jobs that are related have been grouped together. This kind of a system allows individuals to expand their options when they are researching job possibilities. It is important that this type of information be up to date, relevant, easily accessible, and reflective of the nature of the work world and current possibilities for students. There should be information provided on a variety of options including self-employment, part-time work, contract work and managing career transitions.

(iv) Career Tests / Assessments
In career counselling, career tests and assessments are often utilized to provide information regarding a variety of areas, such as interests or personality style.

(v) College and University Calendars
Colleges and universities typically print calendars describing the programmes offered. It is useful to have local, national and international information regarding the various educational programmes that are available. These resources can also be accessed through CD ROM or the Internet.

(vi) Journals
It is helpful to have journals available so that those working with students can inform themselves about new strategies, theories, and resources.

(vii) Computer-based Information
Career counsellors are increasingly utilizing internet resources and computer assisted
guidance systems. Through the internet, individuals can easily obtain career information from
around the world. In addition to the internet, there are also CD ROM or web-based career
guidance systems that may be purchased.

In addition to providing access to the Internet for students, the career counselling centre may
also decide to create its own website. On this website, information can be provided for
students and other interested individuals. Frequently asked questions can be posted on the
website as a reference for students (Crozier, Dobbs, Douglas, & Hung, 1998)

According to Offer (2001), ICT is now used extensively in career guidance services in most
countries, frequently as a way of providing career information, but often also to offer other
forms of support for career decision-making. ICT can be used in career guidance to achieve a
number of purposes: These include ICT resources that help users to assess themselves and to
develop a profile that can be related to learning and work opportunities. They range from
simple self-assessment questionnaires to more sophisticated psychometric tests.

The Internet has produced a massive increase in the extent and range of career guidance and
counselling resources. Many guidance services develop their own web sites, rather than
buying ICT-based resources from external suppliers. The sites let them deliver some of their
services on-line, and customise links so that they meet the distinctive needs of their clients. It
allows them to mix their on-line and off-line services in innovative ways

However, certain limitations restrict the extent to which ICT is used in career guidance in
some countries. As an example, in Australia, a government decision to reduce the number of
printed copies of its Job Guide because it was available on-line was widely criticised by
schools because many students did not have easy access to the Internet at school or at home.
The decision was subsequently reversed. In France, a survey in 2000 found that many more
young people still consulted paper documents than the Internet or CD-ROMs (Tricot, 2002). However, many of these limitations are transitional problems, and it seems likely that ICT will continue to grow as a form of service delivery.

2.6 Summary of the Related Literature Review

In summary, the literature reviewed highlighted the following as some of the career guidance and counseling programs used in schools: transitional talks, one to one interventions, career seminars, career orientations, work experience, career weeks or career days and parental involvement. On the availability and competence of career guidance and counseling teachers it was found that the trainings were insufficient and inappropriate. Other studies recommended that: skills for the use of ICT in career guidance and counseling be developed, training for support workers; providing an understanding of labour market changes; developing skills for curriculum-based delivery; teaching practitioners how to develop clients’ career self-management skills; and teaching practitioners how to organize and manage career guidance resources, as opposed to direct personal service delivery. Regarding the resources for career guidance and counseling, it was found that the resources such as books, videos, classified information on careers/jobs, career tests/assessments, college and university calendars, journals and computer based information were used. To fill the gap that exists in the literature on the current status on career guidance and counseling, this study was therefore aimed at establishing the status of career guidance and counseling in public secondary schools in Kenya.
CHAPTER THREE
METHODOLOGY

3.1 Introduction

This chapter is a description of the procedures and strategies that were used in the study. The discussion is focused on the research design, location of the study, target population, sample and sampling procedures, the research instruments and techniques, data collection procedures and its analysis.

3.2 Research Design

The study employed a descriptive survey design in the assessment of the status of career guidance and counselling programmes for students in public secondary schools in Nairobi province. According to Lokesh (1984) descriptive research studies are designed to obtain pertinent and precise information concerning the status and phenomena and whenever possible, to draw valid general conclusions from the facts discovered. This design was deemed appropriate as it enabled the researcher to collect primary data on the status of career guidance and counselling in public secondary schools in Nairobi Province.

3.3 Location of the Study

The study was conducted in Nairobi province which is one of the eight provinces in Kenya. The province lies at an altitude of 1,670 meters above sea level and occupies an area of 696 km². It has a population of 3,138,295 and a population density of 4,509/ km². The province is divided into 9 districts. These are: Makadara, Kamukunji, Starehe, Langata, Dagoretti, Westlands, Kasarani, Njiru and Embakasi. The province has over 254 secondary schools out of which 65 are public secondary schools (PDE’Office, Nairobi, 2009)
According to Singleton (1993), the ideal setting is one that is related to the researcher’s interest, is easily accessible and that which allows the development of immediate rapport. The choice of the province was determined by the interaction that the researcher had with students in the course of her teaching profession in the province that reflected lack of knowledge on career choices among students. In addition, the familiarity of the researcher with the study area also made it easy for her to develop immediate rapport with the respondents hence making the data collection less cumbersome.

3.4. Target Population

The study was carried out in the public secondary schools in Nairobi Province. The province has 65 public secondary schools. The study targeted 5940 Form three and Form four students, 65 Career Guidance and Counseling teachers and 65 school principals. The rationale for choosing Form three and Form four students was that they were considered to have an idea about careers because they had done subject selection and were yet to fill the university entry forms for their areas of career interests. The target population is as shown in Table 3.1 below:

Table 3.1: Target population for the Study

<table>
<thead>
<tr>
<th>Targeted Population</th>
<th>Total Number</th>
<th>Number Selected</th>
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<tbody>
<tr>
<td>Principals</td>
<td>65</td>
<td>22</td>
</tr>
<tr>
<td>Career teachers/Career masters</td>
<td>65</td>
<td>22</td>
</tr>
<tr>
<td>Form 3 and 4 students</td>
<td>5940</td>
<td>176</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6070</strong></td>
<td><strong>220</strong></td>
</tr>
</tbody>
</table>
Out of the 65 principals targeted, 19 (86%) participated in the study; out of the 65 career guidance teachers, 19 (86%) participated and out of the 5940 students, 150 (85%) participated in the study.

3.4.1 Sample and sampling Procedure

Stratified sampling was used to sample schools for the study. The stratas considered are: National (4), Provincial (15) and District (3) schools. According to Coopers and Schindler (2001) stratified sampling is where the population is first divided into strata; study samples are then drawn from every stratum. The use of stratified sampling was for adequate representation and need to capture characteristics for a wide range of the schools making up the public schools in Kenya. A total of 22 secondary schools were randomly sampled from the entire 65 public secondary schools for the study. Purposive sampling was used to select the principals, career guidance and counselling teachers and Form Three and Form Four students. The researcher purposively selected Form Three and Four students as they had stayed longest in the school to have information on career guidance and they might have benefited from the services in ways such as in the selection of their subject combinations.

The sampling of the schools was done as shown in Table 3.2.

**Table 3.2. Sample of Public Secondary Schools in Nairobi Province.**

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Number of schools</th>
<th>Number Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Schools</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Provincial schools</td>
<td>51</td>
<td>15</td>
</tr>
<tr>
<td>District schools</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>65</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

3.5 Research Instruments
The researcher used questionnaires to collect data from career guidance and counselling teachers and students. An Interview schedule was used to collect data from the school principals on career guidance related issues in their schools. Questionnaires were chosen because of their ability to gather a lot of information while the interview schedules were used to probe for more information and address questions which would not have been captured well in the questionnaires.

3.5.1 Questionnaires

According to Orodho (2004), a questionnaire is used to gather data, which allows a measurement for or against a particular viewpoint. Further, a questionnaire has the ability to collect a large amount of information in a reasonably short span of time. Best & Khan (1993) observe that questionnaires enable the person administering them to explain the purpose of the study and to give meaning of the items that may not be clear. The researcher used questionnaires to collect data from career guidance teachers and students from the selected public secondary schools in Nairobi Province.

The researcher developed two sets of questionnaires. One set was for Form Three and Four students and the other for career guidance teachers in the selected schools. The questionnaires contained both closed ended and open ended questions. The questionnaires were divided into sections where each section contained the questions for achieving each of the research objectives. Section A of the questionnaire had questions on the respondents bio-data, section B addressed questions on career guidance programmes, section C contained questions on the availability and competence of career guidance and counselling teachers, section D contained questions on the availability and types of resources, section E contained questions on challenges hindering the effective implementation of career guidance and counselling
programmes and section F contained questions on respondents’ suggestions for improvement of career guidance and counselling programmes in secondary schools.

3.5.2 Interview Schedule

Yin (2003), states that an interview is one of the most important sources of data and defines the interview as a two-way conversation that gives the interviewer the opportunity to participate actively in the interview. According to Yin (2003), the open ended type of interview is the most commonly used interview method as the researcher asks the respondent unstructured questions, thus allowing the interview to be more of a discussion. Kerlinger (1973), observed that more people are willing to communicate orally than in writing. An interview schedule was used to collect data from the 19 principals who participated in the study. The interview schedule assisted the researcher to probe and find out more from the principals about the status of career guidance and counseling in their schools. The instrument contained questions on programmes, availability and competence of career guidance teachers, availability and types of resources, challenges to the implementation of career guidance and counselling programmes and suggestions for improvement.

3.6 Pilot Study

The research instruments were pre-tested in two public Secondary schools outside the sampled schools in Nairobi Province. Piloting was done to refine the research instruments before they were applied in the actual research. According to Mugenda and Mugenda (1999), piloting ensures that research instruments are stated clearly and have the same meaning to all respondents. The piloting ensured the clarity and sustainability of the language used in the final instruments for the actual data collection. The pre-testing assisted to finetune the items before the instruments were used for the study. Further more, expert opinion from the
researcher’s supervisors and from other professionals well versed in research issues helped to check on the content validity of the instruments.

3.6.1 Validity of the Instruments

According to Mugenda and Mugenda (2003), validity is the degree to which results obtained from the analysis of data actually represent the phenomena under study. A valid instrument should accurately measure what it is supposed to measure. To enhance validity of instruments pre-testing was done to determine whether the questions were acceptable, answerable and well understood. The feedback was used to validate the instruments in readiness for the study. After administering the instruments to the selected respondents, the data obtained should be a true reflection of the variables under study. The research instruments were also given to the two supervisors in the area of study for content validity testing. Based on their comments, adjustments were made where necessary.

3.6.2 Reliability of the Instruments

Reliability is the consistency of the research instrument. Mugenda and Mugenda (1999) observed that reliability is a measure of degree to which a research will yield consistent results after repeated trials.

To ensure reliability of the research instruments, split half method was used. In this method, the items in the questionnaires were split into two categories, that is, even and odd numbers. All even numbered items and odd numbered responses in the pilot study were computed separately. The odd numbered scores for all items were correlated with the even numbered scores using Spearman Brown Prophecy formula as shown below.

The researcher used Spearman Brown Prophecy formula:
2 x Corr. Between the Halves

1+ Corr. Between the Halves

Summarised as:

\[ Re = \frac{2r}{r + 1} \]

Where \( Re \) = reliability of the original test

\( r \) = reliability of the coefficient resulting from correlating the scores of the odd items with the scores of the even items.

The study achieved a coefficient of 0.75 for students’ questionnaires and a coefficient of 0.72 for the teachers’ questionnaires. A coefficient of 0.70 is considered adequate but a coefficient of 0.80 is good according to Gay (2003). The researcher therefore concluded that the instruments were reliable.

3.7 Data Collection Procedures

For the purpose of data collection, the researcher got a letter of introduction from the university’s Graduate school. Thereafter the researcher made visits to the sampled schools to acquaint and familiarise herself with the location of the schools and to arrange for the dates for administering the instruments. The questionnaires were administered to the career guidance and counselling teachers and to the sampled Form Three and Four students with the assistance of the career guidance teachers. Interview schedules were used to collect the data from the principals. Some of the principals preferred to write down their responses to the interview questions rather than have a one to one session with the researcher due to pressure of time.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS & FINDINGS

4.0. Introduction

This chapter presents the analysis of data collected through questionnaires and interviews. Both quantitative and qualitative techniques were used to analyse the data. The results were interpreted and discussed in relation to the research questions raised in Chapter One. The study sought to assess the status of career guidance and counselling programmes for students in public secondary schools in Nairobi Province. Data were collected from 19 principals of public secondary schools, 19 teachers in charge of career guidance and counselling and 150 Form 3 and Form 4 students. The findings of the study are presented under the following sub-themes arising out of the research questions:

1. Career guidance and counselling programmes being implemented in public secondary schools in Nairobi Province.

2. Availability and competence of career guidance and counselling teachers in public secondary schools in Nairobi Province.

3. Availability and use of resources in career guidance and counselling in public schools in Nairobi Province.

4. Challenges to effective implementation of career guidance and counselling in public secondary schools in Nairobi Province.

5. Suggestions for improvement of career guidance and counselling in public secondary schools.
4.1. Career Guidance and Counseling Programmes

The study sought to establish from the Principals the career guidance and counseling programmes being implemented in secondary schools. The data is as presented in Table 4.1 below:

Table 4.1: Career Guidance and Counselling Programmes

<table>
<thead>
<tr>
<th>Career Guidance Programmes</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivational talks</td>
<td>8</td>
<td>42%</td>
</tr>
<tr>
<td>Peer education</td>
<td>4</td>
<td>21%</td>
</tr>
<tr>
<td>Career exhibition days</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Guided group discussions</td>
<td>2</td>
<td>11%</td>
</tr>
<tr>
<td>Organized career trips</td>
<td>2</td>
<td>11%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

From Table 4.1 above, the most frequently mentioned programme was motivational talks which was mentioned by 8 (42%) of the 19 principals while the least mentioned were organised career trips and guided group discussions mentioned only by 2 (11%) of the 19 principals.

A survey by Mcfarland (1999) found that the career guidance programmes used in schools included: career curriculum, community service, career resource centres, career courses, job shadowing, career days and classroom lessons. In the same study Mcfarland found that to connect the information students learnt about themselves to careers, counselors reported most often infusing career information into the classroom and coordinating special Career Days.

The findings of this study concurs with Mcfarlands’ findings on the use of career days as mentioned by 3(15%) of the career guidance teacher respondents. However, the use of job shadowing or community service were not used in secondary schools in Nairobi province.
This implies that the career programmes used in secondary schools in Nairobi province are limited mostly to motivational career talks hence may not be providing adequate and varied opportunities for students to explore their abilities, interests, skills and attitudes in career decision making as highlighted in studies done in the western countries by Mcfarlands (1998) and Offer (2000).

The findings of this study also reflect that there is lack of variety in the programmes being implemented in public secondary schools in Nairobi Province when compared to the established career guidance policy in Malta where students are exposed to a variety of activities as highlighted in the literature reviewed. As per policy, students in Maltese secondary schools are expected to participate in transition talks, one-to-one interventions, career seminars, career orientation visits, work placements/job shadowing and career week/days in their compulsory schooling (Career Guidance Taskforce, 2007).

Contrary to the findings of this study, Malta’s Career Guidance and Strategy for Compulsory Schooling seem to actualize the suggestions made by the UNESCO handbook on career guidance published in 2002. The handbook suggested that students should be exposed to work placements, apprenticeship, job shadowing, volunteer work programmes, mentorship and role models and job fairs.

The implication is that policy makers in Kenya need to get serious and establish a compulsory career guidance policy with suggested career related programmes to be implemented in all public secondary schools in Kenya.

**4.2 Availability and Competence of Career Guidance and Counseling Teachers**

In establishing the availability and competence of career guidance and counseling teachers in schools, the study sought to find out the availability of career guidance and counseling teachers, their academic qualifications, training on career guidance and counseling, attendance
of career guidance and counselling workshops and seminars and effectiveness of career
guidance and counseling in public secondary schools. The data collected showed that career
guidance and counseling teachers were available in schools as indicated by all respondents.
This was also evidenced by the fact that in all the schools studied, there were teachers in
charge of career guidance programmes. All the principals also confirmed that they had a
teacher in charge of careers.

To gather information on the competence of career guidance teachers, career guidance and
counseling teachers were asked to indicate their academic qualifications.

**Table 4.2: Teacher respondents’ academic qualifications**

<table>
<thead>
<tr>
<th>Highest Academic Qualification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors degree</td>
<td>13</td>
<td>68%</td>
</tr>
<tr>
<td>Masters degree</td>
<td>6</td>
<td>32%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The data presented in **Table 4.2** shows that out of the 19 CGC teachers who responded, 13
(68%) had a Bachelor degree while 6 (32%) had a Master degree. Therefore all the the schools
that were involved in the study had CGC teachers who had the basic requirements for the
teaching profession at secondary school level. What was lacking was specialized training on
career guidance and counselling. This lack could be addressed through organized inservice
training courses on career guidance mounted by the Ministry of Education guidance personnel.

To further determine the competence of the career guidance and counselling teachers,
respondents were asked to indicate whether they have attended specialised courses specific to
career guidance and counselling. The data is as presented in **Table 4.3** below:
Table 4.3: Teachers with Specialized training in career guidance and counselling

<table>
<thead>
<tr>
<th>Training</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trained</td>
<td>10</td>
<td>53%</td>
</tr>
<tr>
<td>Not trained</td>
<td>9</td>
<td>47%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The data presented in Table 4.3 shows that 10 (53%) of the teachers had attended courses while 9 (47%) had not attended any course. This is an indication that there is need for training for career guidance and counselling teachers in secondary schools in Nairobi province. This is critical because schools with qualified career guidance and counselling personnel are more likely to benefit from the varieties of guidance programmes rendered by these personnel as opposed to those that are utilizing career guidance teachers with no specialized training. The implication is supported by Oladele (1987) who observed that counsellors must have a fairly high level of psychological sophistication in their professional education in order to meet the different expectations of their clients. According to him, the quality of counselling services rendered depended a great deal on the training of counsellors.

The need for training by career guidance and counselling teachers in Kenya had been highlighted in the Kamunge report (1988) where various recommendations were made for training and provision of GC services. Mukhwana (2005) found that lack of enough duration for training was a hindrance to proper implementation of CGC in schools. The situation doesn’t seem to have improved much as evidenced by the findings of this study where only 10 out of 19 (53%) of the teachers who participated in the study attended career related inservice training courses.
To establish whether CGC teachers attended seminars and workshops on CGC to improve on their career skills and competence, career guidance teachers were asked to indicate whether they attended such seminars and workshops. The data is as presented in Table 4.4 below:

Table 4.4: Attendance of Career Guidance and Counselling Workshops and Seminars by Teachers

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended</td>
<td>13</td>
<td>68%</td>
</tr>
<tr>
<td>Not attended</td>
<td>6</td>
<td>32%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The data presented in Table 4.4 shows that 13 (68%) of the respondents had attended a workshop/seminar on CGC while 6 (32%) of the respondents had not attended any seminar/workshop on CGC.

The implication is that a good number of career guidance and counselling teachers attend the seminars and workshops to update their knowledge on career guidance and counselling. However, out of the 13 who had attended the workshops and seminars, only 3 (23%) attended the workshops/seminars frequently while 10 (77%) rarely attended the workshops and seminars. This implies that a large number of teachers (77%) rarely attended career workshops and seminars thus further limiting their competence in career guidance related information. This may be due to lack of awareness of the importance of workshops/seminars as avenues for experience sharing and updating of career related information or because the opportunities are not availed to them. The study did not seek to find out the reasons for irregular attendance or non-attendance.
4.3 Availability and Use of Resources for Career Guidance

To gather data on availability of human, print and electronic resources in schools, student respondents were asked to indicate the availability of certain resources in their schools. The findings are as shown in Table 4.5 below:

**Table 4.5: Types of resources for Career Guidance and Counselling**

<table>
<thead>
<tr>
<th>Type of Resource</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print (Books, Magazines, Newspapers)</td>
<td>80</td>
<td>53%</td>
</tr>
<tr>
<td>Electronic resources (computers, internet)</td>
<td>35</td>
<td>23%</td>
</tr>
<tr>
<td>Teachers</td>
<td>150</td>
<td>100%</td>
</tr>
</tbody>
</table>

The data presented in Table 4.5 above shows that all the students, 150 (100%), indicated that they had career guidance and counselling teachers and 80 (53%) of the students indicated that print materials were available. Only 35 (23%) of the student respondents indicated that they had electronic resources.

When asked to indicate the types of resources available in schools, career teacher respondents mentioned the following: Guidance and counseling teachers, internet access, magazines on careers, career booklets, career manuals, career guidance centres, newspapers, school notice boards, college brochures, journals, brochures and career guidance books.

Offer (2001) found that the use of internet allows students to get information on careers online. In this study only 35 (23%) of the 150 of the student respondents indicated that electronic resources were available in their schools. The above finding implies that a number of schools in Nairobi province do not have adequate access to electronic CG and C resources. This implies that only a limited number of students in public secondary schools in Nairobi Province may be getting access to updated career information. At a time when the
information age has made the world job market a global village, students in public secondary schools need internet connectivity that would give them an edge on the latest available careers on offer.

To establish the extent of use of the available resources by students, career guidance teachers were asked to express their perceptions. The findings are as presented in Figure 4.1 below:

Figure 4.1: Teachers’ perceptions on extent of the use of the available resources by Students

As shown in Figure 4.1 above, 9 (47%) of the 19 teachers indicated that students used the resources to a small extent, 4 (21%) indicated neutral use of the resources, 3 (16%) indicated to a large extent, 2 (10%) indicated to no extent at all and 1 (6%) indicated that they used the resources to a very large extent. The implication is that a large number of the students did not make use of the available resources as shown by the perceptions of 9 (47%) of the career guidance teachers. It could be that the resources are not relevant to the career needs of the students or that the materials did not have up to date information. This study did not seek to find out the reasons for the minimal utilization of the available resources by students.

Teachers were asked to indicate the resources they use in the implementation of career guidance programmes. The findings are as presented in Figure 4.2 below.
The data presented in Figure 4.2. above show that 17 (87%) of the respondents indicated that they used career booklets, 13 (67%) indicated that they used guidance and counseling handbooks, 4 (21%) indicated that they used their own creativity and 10 (53%) indicated that they used computer/internet.

The implication of this finding is that a large number of career guidance teachers in public secondary schools are still dependant on the traditional sources of information, namely the booklets. There is a danger in relying on such resources because chances of having dated information are high. The 4 (21%) of the career guidance teachers who used their own creativity implies that either they were not trained or had not been provided with the necessary resources. The implication is also that the future of some students is dependant on a few individuals who might not be up to date with current career related information. The finding has a reflection also on the laxity of the education managers concerned with career guidance and counseling who might not be providing the necessary supervisory and professional guidance required.
However, the finding on many of the career guidance teachers in Kenya (87%) depending on printed resources reflects a similar situation as in Australia where a government decision to reduce the number of printed copies of its Job Guide because it was available on-line was widely criticised by schools because many students did not have easy access to the Internet at school or at home. The decision was subsequently reversed. In France a survey in 2000 found that many more young people still consulted paper documents than the Internet or CD-ROMs (Tricot, 2002). This is the same case in Kenya as electronic resources have not been adopted fully by students.

From these findings, it can be concluded that even though the resources for getting career information are available in schools, their use is dependent on the availability, adequacy and the technicality involved. The print materials were the most popular in use by the career guidance teachers as indicated in Figure 4.2 above and concurs with the findings of the survey carried out in France (2000).

To establish the physical resources available for career guidance and counselling, the student respondents were required to indicate where career guidance and counseling was done in schools. The findings are as shown in Table 4.6 below:

<table>
<thead>
<tr>
<th>Venue</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School compound (open ground)</td>
<td>56</td>
<td>38%</td>
</tr>
<tr>
<td>School and dining hall</td>
<td>46</td>
<td>31%</td>
</tr>
<tr>
<td>Career guidance and counselling office</td>
<td>32</td>
<td>21%</td>
</tr>
<tr>
<td>Classroom</td>
<td>8</td>
<td>5%</td>
</tr>
<tr>
<td>Parade ground</td>
<td>5</td>
<td>3%</td>
</tr>
<tr>
<td>Staff room</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
The data presented in Table 4.6. above shows that the most frequently mentioned venue was the school compound (open ground) by 56 (38%) of the respondents while both the school hall and dining hall were mentioned by 46 (31%) of the respondents. Only 32 (21%) of the respondents indicated that career guidance and counselling was done in an office specialised for that purpose.

The findings of this study show that the available career guidance and counselling facilities are inadequate and therefore hindering effective implementation of career guidance programmes in schools. This finding is similar to the assertion made by Shertzer and Stone (1976), Ipaye (1983) and Oladele (1986) that the provision of adequate guidance and counselling facilities will certainly influence the effective delivery of quality guidance services in schools.

In his study on factors influencing the implementation of career guidance in public schools in Vihiga district, Mukhwana (2005), established that lack of proper space for career guidance was a major factor hindering the effective implementation of the programmes. He had recommended that proper venues for guidance sessions be identified for effective implementation. In this study, only 32 of the 150 student respondents indicated that career guidance and counselling was done in an office specialised for that purpose. The implication is that career guidance has not yet been given its proper place in public schools or policy makers have not established the importance of career guidance and counselling to the growing number of young adolescents. The finding further sheds some light on the fact that recommendations from research findings carried out in the country might not be receiving the attention they deserve from education planners and managers.

The study further sought to establish the students’ perceptions on the extent to which the career guidance and counselling offices in their schools are equipped with resources. The data is as presented in Figure 4.3 below:
The data presented in Figure 4.3 shows that 69 (46%) of the respondents indicated that they were poorly equipped while 33 (22%) indicated they were not equipped at all. Meanwhile only 5 (3%) of the respondents indicated that they were very well equipped.

As highlighted in the reviewed literature, UNESCO had made recommendations on what should be in a career resource centre. In their handbook on career counselling, UNESCO in 2000 recommended that an effective career resource centre should have resources such as: Books that provide up to date information about different types of jobs, such as educational requirements, amount of pay and descriptions of the work; Videos on various career topics for students to watch; Well-classified information on careers/jobs where specific jobs that are related are grouped together; Career tests/assessment instruments to provide information on student interests and personality styles; College and university calendars describing programmes offered; Computer based information on careers from around the world; Journal/magazines/newspapers.
The fact that only 5 (3%) of the 150 student respondents indicated that the career guidance and counselling centres were well equipped leaves a lot to be desired as far as the status of career guidance centres are concerned. This finding indicates that either the career guidance and counselling programmes are not well considered when allocating resources in the school or the students may not be aware of what is available. The findings further confirm that the situation has not improved since Mukhwana (2005) found out that the existence of poorly equipped career guidance and counselling centres was one of the factors that hindered effective implementation of career guidance programmes in public schools in Vihiga district. The finding further confirms that public schools in both rural and urban settings may be facing similar challenges as far as the resources for the implementation of career guidance and counselling is concerned.

The poorly equipped status of the career resource centres as stated by 69 (46%) of the student respondents might also be the reason why the majority of the students utilized the available resources only to a small extent as reflected in Figure 4.1 above. Poorly equipped resource centres discourage students from visiting and utilizing what is available in such venues.

4.4. Challenges in the Implementation of Career Guidance and Counseling in Schools

To gather data on the challenges facing the implementation of career guidance and counselling programmes in public secondary schools, school principals were asked to state challenges to the effective implementation of career guidance and counselling programmes in their schools. The challenges are as presented in Table 4.7 below.
Table 4.7: Principals’ challenges to effective career guidance and counselling in schools

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate time</td>
<td>7</td>
<td>37%</td>
</tr>
<tr>
<td>Shortage of trained career teachers</td>
<td>5</td>
<td>26%</td>
</tr>
<tr>
<td>Students’ negative attitude</td>
<td>4</td>
<td>21%</td>
</tr>
<tr>
<td>Lack of resources</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Social pressure</td>
<td>1</td>
<td>5%</td>
</tr>
</tbody>
</table>

Reference to Table 4.7 above shows that the School Principals identified five challenges to effective career guidance and counselling in their schools. The most frequently mentioned were inadequate time to implement the programmes which was mentioned by 7 (37%) and shortage of trained career guidance and counselling teachers mentioned by 5 (26%) of the respondents.

To gather data on the career guidance teachers’ challenges to the implementation of career guidance and counselling programmes in public secondary schools, the career guidance teachers identified the challenges as shown in Table 4.8 below.

Table 4.8: Teachers’ challenges to effective career guidance and counselling in schools

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of resources and facilities</td>
<td>7</td>
<td>37%</td>
</tr>
<tr>
<td>Lack of training for career guidance teachers</td>
<td>5</td>
<td>26%</td>
</tr>
<tr>
<td>Lack of time for career guidance programmes</td>
<td>4</td>
<td>21%</td>
</tr>
<tr>
<td>Heavy workload for career guidance teachers</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Lack of support from administration</td>
<td>1</td>
<td>5%</td>
</tr>
</tbody>
</table>

The teachers’ challenges in Table 4.8 above shows that the teachers identified five challenges to career guidance and counselling in their schools. The most frequently mentioned were lack
of resources and facilities and lack of training mentioned by 7 (37\%) and 5 (26\%) respectively.

The implication of the findings from the principals and the career guidance teachers that the availability of trained teachers is a challenge to 26\% of the principals and career teacher respondents confirms that there is often a disconnect between policy and practice because in the Government Development plan of 2001-2002, it had been recommended that TSC should give study leave with full pay to any teacher going to study guidance and counselling. If this policy had been well implemented, then lack of training or shortage of career guidance teachers would not be a challenge. In the sessional paper no.1 of 2005, the training of career guidance teachers through inservicing programmes had also been highlighted (KESSEP, 2005)

To gather data from the student respondents on their perceptions of challenges to the implementation of career guidance programmes in their schools, the students stated the challenges as stated in Table 4.9 below.

Table 4.9: Students' perceptions of challenges to effective Career Guidance and Counselling in Schools

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No response</td>
<td>110</td>
<td>73%</td>
</tr>
<tr>
<td>Inadequate career information</td>
<td>23</td>
<td>15%</td>
</tr>
<tr>
<td>Shortage of career guidance teachers</td>
<td>9</td>
<td>6%</td>
</tr>
<tr>
<td>Inadequate time for career</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>Lack of resources personnel</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Inadequate reference materials</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Lack of career guidance office</td>
<td>1</td>
<td>1%</td>
</tr>
</tbody>
</table>
The students’ perceptions in Table 4.9 above shows that the students identified five challenges to effective implementation of career guidance and counselling in their schools. The most frequently mentioned challenges were inadequate career information which was mentioned by 23 (15%) of the students followed by inadequate time for career guidance mentioned by 9 (6%) of the respondents. Meanwhile 110 (73%) of the students did not indicate any challenge.

The principals, the career guidance teachers and students all identified different challenges to the implementation of career guidance in public schools. The implication of this finding is that a comprehensive career guidance programme in schools should address the career concerns and needs of the administration, teachers and students for it to be effective. The finding from the students that inadequate career information was a challenge also sheds light on the possibility that if schools had well equipped career resource centres as recommended by UNESCO in their handbook on career counselling, then the impact of shortage of trained career guidance teachers might not be felt by majority of the students. The finding may also be an indication that available resources in schools may be having dated information that is not useful to students.

4.5. Suggestions by respondents for improvement of Career Guidance and Gounseling in schools

To solicit suggestions for improvement of career guidance programmes in public secondary schools, school principals were asked an open ended question on what they would want done by both schools and the government through the ministry of education. Their suggestions are as presented in Table 4.10 below:
Table 4.10: Principals' suggestions for improvement of career guidance and counselling in schools

<table>
<thead>
<tr>
<th>Suggestions for improvement</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of resources and facilities</td>
<td>16</td>
<td>84%</td>
</tr>
<tr>
<td>Deployment of career guidance and counselling teachers</td>
<td>11</td>
<td>58%</td>
</tr>
<tr>
<td>Training of careers and guidance teachers</td>
<td>11</td>
<td>58%</td>
</tr>
<tr>
<td>More time for career guidance and counselling in schools</td>
<td>10</td>
<td>53%</td>
</tr>
<tr>
<td>Involving resource personnel</td>
<td>7</td>
<td>37%</td>
</tr>
<tr>
<td>Peer counsellors</td>
<td>3</td>
<td>16%</td>
</tr>
<tr>
<td>Support junior achievers club</td>
<td>2</td>
<td>11%</td>
</tr>
<tr>
<td>Formulate a policy on career guidance and counselling</td>
<td>1</td>
<td>6%</td>
</tr>
</tbody>
</table>

The Principals made eight suggestions on how to improve career guidance and counselling in schools as shown in Table 4.10 above. The most frequently mentioned were provision of resources and facilities by 16 (84%) of respondents and both deployment and training of career guidance and counselling teachers by 11 (58%) of respondents.

To solicit suggestions for improvement of career guidance programmes in public secondary schools, career guidance teachers were asked an open ended question on what they would want done by both schools and the government through the ministry of education. Their suggestions are as presented in Table 4.11 below:
Table 4.11: Teachers suggestions for improvement of career guidance and counselling in schools

<table>
<thead>
<tr>
<th>Suggestions for improvement</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of resource and facilities</td>
<td>18</td>
<td>95%</td>
</tr>
<tr>
<td>Training of teachers</td>
<td>13</td>
<td>68%</td>
</tr>
<tr>
<td>Appointment of trained teachers</td>
<td>6</td>
<td>32%</td>
</tr>
<tr>
<td>Establish career guidance and counselling department</td>
<td>5</td>
<td>26%</td>
</tr>
<tr>
<td>More time for career guidance and counselling</td>
<td>3</td>
<td>16%</td>
</tr>
<tr>
<td>Involve resource personnel</td>
<td>2</td>
<td>11%</td>
</tr>
<tr>
<td>Peer educators</td>
<td>1</td>
<td>6%</td>
</tr>
</tbody>
</table>

Reference to Table 4.11 above shows that teachers made seven suggestions on how to improve career guidance and counselling in their schools. The most frequent suggestions were provision of resources and facilities and training of teachers at 18 (95%) and 13 (68%) respectively.

To solicit for suggestions for improvement of career guidance programmes in public secondary schools, student respondents were asked an open ended question on what they would want done by both schools and the government through the ministry of education. Their suggestions are as presented in Table 4.12 below:

Table 4.12: Students' suggestions on improvement to career guidance and counselling

<table>
<thead>
<tr>
<th>Suggestions for improvement</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of resources and facilities</td>
<td>18</td>
<td>12%</td>
</tr>
<tr>
<td>Provision of time for career guidance and counselling</td>
<td>15</td>
<td>10%</td>
</tr>
<tr>
<td>Involve resource personnel</td>
<td>14</td>
<td>9%</td>
</tr>
<tr>
<td>Deployment of enough teachers</td>
<td>9</td>
<td>6%</td>
</tr>
<tr>
<td>Provision of adequate career information</td>
<td>9</td>
<td>6%</td>
</tr>
</tbody>
</table>
Reference to Table 4.12 above shows that students made five suggestions on how to improve career guidance and counselling in schools. The most frequently mentioned was provision of resources and facilities and provision of more time for career guidance and counselling by 12% and 10% of the respondents respectively.

From the data presented in Table 4.10, Table 4.11. and Table 4.12, it is clear that the three categories of respondents-the principals (84%), career guidance teachers (95%) and students (12%) – identified the provision of career guidance resources and facilities as the most critical suggestion for improvement. This finding is a pointer to the need for the government through the ministry of education to address the issue of provision of adequate and relevant resources and facilities for effective implementation of the career programmes in public secondary schools.

The suggestion for improvement by the principals would address the challenge mentioned by 37% of the teachers who said that lack of adequate resources and facilities hindered effective implementation of career guidance programmes. The implication of this finding is that adequate resources and facilities are still critical in the implementation of effective CGC programmes. The finding further confirms the earlier finding that 56 (38%) and 46 (31%) (Table 4.6) held their counselling sessions either in the school compound (open ground) or in the school/dining hall and that career resource centres were poorly equipped.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents a summary of the research findings, conclusions and recommendations on how to improve the implementation of career guidance and counseling programmes in public secondary schools. The chapter ends with suggestions for further research on related research problems. The purpose of the study was to assess the status of career guidance and counseling in public secondary schools in Nairobi Province with a view to making suggestions on ways of improving and strengthening the provision of career guidance and counseling services for students in public secondary schools in Kenya. The researcher was guided by the following six research questions:

(i) What career guidance and counselling programmes are being implemented in public secondary schools in Nairobi province?

(ii) What is the level of availability and competence of career guidance and counselling teachers in public secondary schools in Nairobi Province?

(iii) What physical, print, non-print, and electronic resources are available for the implementation of Career Guidance and Counselling Programmes in public secondary schools in Nairobi Province?

(iv) What are the challenges to the effective implementation of Career Guidance and Counselling programmes in public secondary schools in Nairobi Province?

(vi) How can Career Guidance and Counselling programmes be improved in public secondary schools in Nairobi Province?
5.2 Summary of the Research Findings

This section summarizes the research findings presented and analyzed in Chapter 4 according to the questions that guided the study.

5.2.1 Career guidance and counseling programmes being implemented in Schools:

Most schools had similar programmes for the implementation of career guidance such as inviting motivational speakers to give career talks to students. Most of these motivational speakers were either successful people in various careers or former students who had made it in their chosen careers. Such speakers were said to act as mentors or role models to the students. The use of motivational talks appeared to be the most popular among all the programmes mentioned by the respondents.

Other schools organized career /exhibition days or trips to other schools holding organized career talks or University open days where students were taught on different careers and their requirements. Professionals who had excelled in such professions are invited to mentor and facilitate on such occasions.

Other schools availed print materials on careers to students such as magazines and career booklets although this came out as being utilized by only a small number of the student respondents.

There were no schools that mentioned having work placement, job shadowing, work orientation programmes, apprenticeship or video shows as part of their career programmes, an indication that there was no variety in the programmes being given to the students.
5.2.2 Availability and Competence of Career Guidance and Counseling Teachers:
Career guidance and counseling teachers were available in all schools studied. It was also found that 13 (68%) of career guidance and counseling teachers had bachelors degree while 6 (32%) had masters degree. It was also found that 10 (53%) had training in career guidance and counselling and 13 (68%) of the teachers had attended at least one workshop/seminar on career guidance and counseling. The study finally found that, only 3 (23%) attended the workshops/seminars frequently while 10 of the 13 (77%) rarely attended the workshops and seminars.

The lack of training and shortage of trained career guidance teachers came out as a major challenge mentioned by both principals and career guidance teachers as hindering the effective implementation of career guidance and counselling programmes in public secondary schools. This finding reflected a disconnect between what had been reviewed in the related government policy documents and what came out from the study findings.

5.2.3 Availability and Use of print, non print and electronic occupational resources in public secondary schools:
Print materials were available in most of the schools studied as indicated by 80 (53%) of the students. Only 35 (23%) of the student respondents indicated that they had electronic resources in their schools. This implies that not many students in public secondary schools in Nairobi Province may be having access to updated career information through the internet. The implication is that many of the students in public secondary schools are being prepared for the local job market and may not be able to compete favourably with their peers in the western world who interact with the internet and have current career information on what is available on the world job market.
The types of resources which were available in schools are: magazines on careers, career booklets, career manuals, newspapers, school notice boards, college brochures, journals, brochures and career guidance books and career guidance centres.

On the use of the resources, the study found that 17 (87%) of the teacher respondents indicated that they used career booklets, 13 (67%) indicated that they used guidance and counseling hand book, 4 (21%) indicated that they used their own creativity and 10 (53%) indicated that they used computer internet.

The most popular source of career information for both students and career teachers were print materials. Only a small number of the respondents indicated as having internet connectivity in their schools. In this regard 15% of the student respondents identified inadequate information as a challenge to the implementation of career guidance programmes, meaning that the materials availed either had inadequate information or did not have up to date relevant information on careers that interested the students.

Of the schools that indicated that they had career resource centres, the majority of these centres were poorly equipped as mentioned by 46% of the student respondents. Only a small number of the Career resource centres were well equipped. (3%). An indication that most public secondary schools may be having inadequate career guidance facilities that could be hindering their effectiveness in the implementation of career guidance and counselling programmes.

5.2.4 Challenges to the effective implementation of Career Guidance and Counseling programmes in public secondary schools:

The implementation of career guidance and counseling programmes in schools was faced with the following challenges: inadequate time allocated for career guidance and counseling, inadequate resources and facilities for career guidance and counseling, overloading career
guidance and counseling teachers in terms of lessons allocated to them and their career guidance and counseling duties lowering the effectiveness of career guidance and counseling, ever changing trends in careers in terms of job marketability, inadequate training for career guidance and counseling teachers, inadequate information for career guidance teachers and students, inadequate career guidance and counseling teachers and poor attitude and underperformance by students in the selected subjects.

The principals, career guidance teachers and student respondents concurred that inadequate career resources and shortage of trained career guidance teachers were the two major challenges to effective implementation of career guidance and counseling programmes in public secondary schools.

5.2.5. Suggestions on improvement of the status of career guidance and counseling programmes in public secondary schools:

All the three categories of respondents cited provision of adequate trained career guidance teachers, career guidance resources and facilities as critical to the improvement of the implementation of career guidance programmes in public secondary schools.

A comprehensive career guidance policy addressing the career guidance needs of all the administrators, teachers and students should be put in place by the government through the ministry of education. This will help address the disconnect between policy and practice in the implementation of career guidance and counseling programmes in schools.

5.3 Conclusions

From the findings of the study, the following conclusions were arrived at:

That all schools sampled had some activities and programmes for the implementation of career guidance and counseling, such as invitation of guest speakers to give career talks to students, organizing trips to other schools’ organized career talks and availing resources for
career guidance and counseling to students. However, each individual school seemed to use their own discretion as what activities or programmes they exposed their students to in the implementation of career guidance. There was no established policy or guideline as to what should be done, when it should be done, by whom, how and why.

The study also concluded that teachers in charge of career guidance and counseling programmes were available but not all were adequately empowered with the necessary information, skills, resources and facilities to effectively assist the students in their charge on career related issues. The majority had just been assigned the duties without any specialized training in career guidance.

It was further concluded that career guidance and counseling resources were available in schools although not responsive to the current information age environment where internet connectivity is widely used in most parts of the world. Most schools had inadequate physical facilities and poorly equipped career resource centres.

It was finally concluded that the challenges facing the implementation of career guidance and counseling in schools were due to the disconnect between policy and practice such as the inadequacy of career guidance and counseling resources and facilities, overloading of career guidance and counseling teachers with class work and inadequate up to date information on different careers for both students and teachers. Most of the challenges highlighted in the findings of this study had been identified in earlier studies and recommendations made but the status was still the same and had not improved.
5.4 Recommendations

Based on the findings and conclusions of the study, the researcher made the following recommendations:

1. Public secondary schools should be assisted to come up with varied programmes on career guidance and counseling. The programmes should be coordinated by an active department in the Ministry of Education to ensure effective implementation of the same.

2. Teachers should be trained on career guidance and counselling to improve their competencies by organizing in-service trainings, seminars and workshops for the teachers in the service and through the inclusion of units on career guidance and counselling in the teacher training curriculum for the teacher trainees. This will translate into having all teachers empowered with the relevant information and skills to mainstream career guidance as part and parcel of their teaching.

3. The government through the Ministry of Education should strengthen the provision of career guidance and counselling services by availing adequate career guidance and counseling resources to schools for example, through the provision of internet services to improve the access of information on careers by both students and teachers and increase the number and variety of radio and TV programmes with career content appropriate for different levels of students.

4. Teachers in charge of careers should be given a lighter teaching load of the academic subjects and have career education allocated time on the schools’ time tables right from Form One to Form Four. These career guidance and counselling teachers can then act as resource persons to both fellow teachers and students in the provision of career education guidance services.
5. The government through the ministry of education should have a mechanism in place to ensure that policies that have been developed are implemented so that there is no disconnect between policy and practice in the implementation of career guidance and counselling programmes in public secondary schools in Kenya.

5.5 Suggestions for Further Research

This study was conducted in public secondary schools in Nairobi province. It is recommended that a similar study be done on the status of career guidance and counseling in public secondary schools in other regions in Kenya.

A study should also be carried out on the career guidance training needs of all teachers in public secondary schools in Kenya.
REFERENCES


APPENDICES

APPENDIX I: A LETTER OF INTRODUCTION

KENYATTA UNIVERSITY

DEPARTMENT OF EDUCATIONAL

MANAGEMENT, POLICY AND

CURRICULUM STUDIES.

BOX 43844-00100

NAIROBI.

November, 2009

Dear Sir / Madam,

RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am a Master of Education (M.ED) student at Kenyatta University. I am required to submit as part of my course work assessment a research project report on: “THE STATUS OF CAREER GUIDANCE AND COUNSELLING PROGRAMMES FOR STUDENTS IN PUBLIC SECONDARY SCHOOLS IN NAIROBI PROVINCE”. To achieve the objectives of the study, your institution has been selected to participate in this study. The information will be used purely for academic purposes and your school will not be mentioned in the report. Findings of the study, shall upon request, be availed to you.

Thank you in advance

Yours Faithfully,

Orenge, Elizabeth Nyabonyi

Kenyatta University
APPENDIX II: QUESTIONNAIRE FOR THE CAREER GUIDANCE TEACHERS.

This study is for academic purposes only. It is intended to establish the status of career guidance and counselling programmes for students in Public Secondary schools in Nairobi Province. Kindly respond to the questions as candidly and precisely as possible. Your honesty and co-operation in responding to these questions will be highly appreciated. All information provided will be treated with utmost confidentiality.

Please fill in the required information in the spaces provided. Or tick (√) where necessary.

SECTION A: BACKGROUND INFORMATION

1. Gender: Male ( ) Female ( )

2. What is your highest academic qualification?
   - Diploma ( ) Bachelor's Degree ( )
   - Masters Degree ( ) Other (specify)____________________________

3. How long have you been in the teaching profession?
   - less than two years ( ) 2-5 yrs ( ) 6-10 yrs ( )
   - 11-15 yrs ( ) Over 15 years ( )

4. How long have you served in this school as a Careers guidance teacher? ____________

SECTION: B CAREER GUIDANCE AND COUNSELING PROGRAMMES

5. How would you rate yourself as a Career guidance teacher?
   - Very competent ( ) Competent ( ) Average ( )
   - I need a lot of help ( ) I wish somebody else could handle it ( )

6. a) Where are the career guidance services offered in your school?
   - Careers office ( ) Counselling office ( )
   - Staffroom ( ) School compound ( )
   - Other (specify)_____________________________________________________

7. At what stage are career guidance programmes introduced to students in your school?
   - Throughout secondary school life ( ) From Form 3 to Form 4 ( )
   - At subject selection level only ( ) In Form 4 third term only ( )
   - Other (specify)_________________________________________________________________

8. How would you rate the level of effectiveness of career guidance and counseling programmes in your school?
   - Very effective ( ) Effective ( ) Not Sure ( )
   - Less effective ( ) Ineffective ( )
9. How do you deal with the vocational/career needs identified in a student?

___________________________________________________________________________

___________________________________________________________________________

10. How frequently do students seek Careers Guidance and Counselling services from you?

Very often ( ) Occasionally ( ) Rarely ( ) Never ( )

Briefly explain the assistance you give

___________________________________________________________________________

11. How would you describe career guidance service in secondary schools today?

   It meets student needs objectives ( )
   It needs improvement ( )
   It has been neglected ( )
   Any other (specify) __________________________

SECTION C: AVAILABILITY AND COMPETENCE OF CAREER GUIDANCE AND COUNSELING TEACHERS

12. Have you been trained in courses related to career guidance and counseling?

       Yes ( )
       No ( )

13. If yes (in question 12 above), were the course(s) beneficial in any way as far as career guidance and counseling is concerned?

       Yes ( )
       No ( )

       Explain your answer ____________________________________________

14. Have you attended any in-service courses, workshops or seminars on career guidance and counseling?

       Yes ( )
       No ( )

15. If yes (in question 14 above), how often do you attend them?

       Very often ( )
       Regularly ( )
       Rarely ( )
16. How were you appointed as a career guidance teacher/master?
- TSC appointment (   )
- Letter of appointment by School Head (   )
- Verbal appointment by School Head (   )
- Proposal by other staff members (   )
- Offered self as a volunteer (   )
- Any other way (specify)___________________

17. From your experience, what skills and qualities would you consider important in a school based career guidance teacher’s work.__________________________________________________________

SECTION D: AVAILABILITY AND USE OF OCCUPATIONAL RESOURCES

18. Are the resources used in career guidance and counseling available in your school?
- Yes (   )
- No (   )

19. If yes (in question 18), what is the level of their adequacy and which types of the resources are available?
- __________________________________________
- __________________________________________
- __________________________________________

20. What is the level of use of the available resource in your school?
- Very oftenly used (   )
- Oftenly used (   )
- Rarely used (   )
- Not used at all (   )

Give a reason for your answer____________________________________________________

21. What resources do you use to guide you in the implementation of career guidance programmes?
- Letter of appointment (   )
- Guidance Counsellors’s Handbook (   )
- Careers Booklet (   )
- Own creativity (   )
- Internet/Computer data (   )
- Any other (specify)__________________________

22. In terms of print, non print and electronic occupational resources; how would you rate the level of availability these resources in your school?
- Poorly (   )
- Below average (   )
- Average (   )
- Above average (   )
- Well-equipped (   )
23. How often does your programme seek help of the Ministry of Education personnel in the Career guidance services?

Very often ( )     Regularly ( )     Rarely ( )     Never ( )

Explain______________________________________________________________

24. Have the Ministry of Education personnel ever assessed the career guidance services in your school?  Yes ( )   No ( )

If yes, what suggestions did they give about the career guidance services in this school?

Briefly explain______________________________________________________________

25. What guides your roles and activities in career guidance services in your school?

Letter of appointment details ( )     Guidance and Counselling handbook ( )

Careers Booklet ( )     Own creativity ( )

Internet/Computer data ( )     Any other ( specify)_____________________________

SECTION: E CHALLENGES FACING EFFECTIVENESS OF CAREER GUIDANCE AND COUNSELING

26. The following are some of the perceived factors affecting choosing of careers by students. Please indicate the level of effect of each factor.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Very large extent</th>
<th>Large extent</th>
<th>Neutral</th>
<th>Small extent</th>
<th>No extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligence/student’s mental abilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special abilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School/Subjects offered in the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental influence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
27. Please indicate the level of agreement with each statement. Numbers 1, 2, 3, 4 and 5 have been used as shown below.

1: Strongly Agree  2: Agree  3: Neutral  4: Disagree  5: Strongly Disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The employment situation in Kenya influences school-based career guidance services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. It is necessary that Resource persons are invited from the community to offer assistance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Career guidance services in our school follow a definite programme on the people to be invited from outside the school to give career talks.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The Career Guidance Programme in this school is properly equipped with relevant materials for delivery of services to students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Career guidance services in this school help students understand themselves and the world of work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

28. What are the challenges to the implementation of career guidance and counselling in secondary schools in Kenya?

___________________________________________________

____________________________________________________

SECTION F: SUGGESTIONS FOR IMPROVEMENT

29. Please make suggestions on how school-based career guidance services can be improved by the following groups:
   a) Schools:____________________________________________________
   b) The Government through the Ministry of Education:___________________________

Thank you for your precious time and co-operation!
APPENDIX III: QUESTIONNAIRE FOR THE STUDENTS

This study is for academic purposes only. It is intended to establish the status of career guidance and counselling programmes for students in Public Secondary schools in Nairobi Province. Kindly respond to the questions as candidly and precisely as possible. Your honesty and co-operation in responding to these questions will be highly appreciated. All information provided will be treated with utmost confidentiality.

Please fill in the required information in the spaces provided. Or tick ( ) where necessary.

SECTION A: BACKGROUND INFORMATION

1. Gender: Male ( ) Female ( )

2. Class/Form  Form 3 ( ) Form 4 ( )

3. What are your career aspirations for the future?________________________________________

4. When did you develop the career interest you have stated in 3 above?

Primary school ( ) Form One ( ) Form 2 ( ) Form 3 ( ) Form 4 ( )

I am yet to make up my mind on Career ( ).

SECTION: B CAREER GUIDANCE AND COUNSELING PROGRAMMES

5. What would you say about the subjects you are studying in school currently?

(Tick ( √ )whatever is applicable to you.)

They are related to my career interests ( )

I was doing well in them so I chose them ( )

I took them because the school did not offer me an alternative ( )

I did not have enough proper information when I chose them ( )

6. How much information do you have on the requirements of the career aspirations that you indicated in question 3 above?

A lot of information ( ) Adequate information ( )

Little information ( ) Very little information ( )

No information ( )
7. How far would you like to go on with education?

Not beyond Form 4 level ( ) College ( ) University ( )

8. Explain why you would like to go up to the level you have stated in No.7 above.

___________________________________________________________________________

___________________________________________________________________________

In your opinion, what would you require to be able to stand a better chance of getting a good job in future?

___________________________________________________________________________

___________________________________________________________________________

9. How much education do you think is necessary for you to get a job in your career choice?

Certificate ( ) Diploma ( ) Bachelors Degree ( )
Masters ( ) Ph.D ( ) I dont know ( )

SECTION C: AVAILABILITY AND COMPETENCE OF CAREER GUIDANCE AND COUNSELING TEACHERS

11. According To you, do you think that the teachers handling career guidance and counseling in your school are qualified?

Yes( ) No( )

Give a reason to your answer____________________________________________________

___________________________________________________________________________

12. How would you classify the status of guidance and counseling in your school?

Very effective ( ) Effective ( ) Not sure ( )
Less effective ( ) Ineffective ( )

13. Please indicate by putting a tick( √) in the appropriate box the extent to which the following people have influenced your career interests. Numbers 1,2,3,4 and 5 have been used as shown below: 1: Very large extent 2: Large extent 3: Neutral 4: Small extent 5: No extent at all
People influencing career choice

<table>
<thead>
<tr>
<th>People influencing career choice</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Careers Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Brothers/sisters</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Peers/friends/classmates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource persons/Career mentors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. When is the career guidance service conducted in the school?

Throughout secondary school life ( )  
During subject selection only ( )

From form 3 and 4 ( )  
When filling university application forms ( )

15. When did you learn that there is career guidance in your school?

In Form 2 ( )  
Form 2 ( )  
Form 3 ( )  
Form 4 ( )

16. How often do you have a personal discussion with the career guidance teacher?

Oftenly ( )  
Rarely ( )  
Never ( )  
Once a week ( )

As the need arises ( )

17. To what extent have career guidance services in your school met your career needs?

Very large extent ( )  
Large extent ( )  
Not Sure ( )

Small extent ( )  
No extent at all ( )

18. Give reasons for your answer in No.17 above________________________________________

19. Where are your career interests after school focused?

Academic career life ( )  
Non-academic career life ( )
On Games and Sports  ( )  On Arts/Drama/Music  ( )

Any career that comes by  ( )  Any other (specify)__________________________________________

20. Does your school invite people to give talks on different careers?

Yes ( )  No ( ).

21. If Yes to No.20. above, to what extent have you benefitted?

Very large extent ( )  Large extent ( )  Not Sure ( )

Small extent ( )  No extent at all ( )

SECTION D: AVAILABILITY AND USE OF OCCUPATIONAL RESOURCES

22. Where are the career guidance services offered in your school?

Careers’ office ( )  Counselling Office ( )

Staffroom ( )  School compound ( )

Any other (specify)________________________________________________________

24. Are there resources in your school from which you can get more information as far as your career ambitions are concerned?

Yes ( )  No( )

If yes, which resources are available?___________________________________________

25. To what extent do students make use of the available resources and career guidance teachers in the choosing of their career?

Very large extent ( )  Large extent ( )  Neutral ( )

Small extent ( )  No extent at all ( )

26. How equipped is your career guidance centre/library in terms of occupational information?

Very well equipped ( )  Well equipped ( )

Poorly equipped ( )  Not equipped at all ( )
SECTION: E CHALLENGES FACING EFFECTIVENESS OF CAREER GUIDANCE AND COUNSELING

27. State what you consider to be two major barriers to achieving your career aspirations.

28. State any two aspects of your school about Career Guiding and Counselling, which you like most.

29. State any two aspects of your school about Career Guiding and Counselling, which you do not like.

30. Please make suggestions on how School based career guidance services can be improved.

Thank you for your precious time and co-operation.
APPENDIX IV: INTERVIEW SCHEDULE FOR SCHOOL PRINCIPALS.

I am Elizabeth Orenge, a Master of Education student at Kenyatta University.

Thank you for the opportunity to discuss with you about the status of career guidance and counselling in your school. Please be free to say when you are not ready to answer any of the questions.

1. Do you have a career guidance and counseling teacher in your school?

2. Who is in charge of career guidance and counseling in your school?

3. How would you describe the careers guidance and counselling programmes in your school in terms of effectiveness?

4. How will you describe efforts made by students towards seeking careers guidance and counselling services?

5. How were the personnel in charge of career guidance appointed?

6. What are the qualifications of teachers handling career guidance and counseling in your school?

7. How frequently do the career guidance personnel attend in-service courses/seminars/workshops on career guidance programmes?

8. Does the Ministry of Education personnel visit/assess the Career Guidance programmes in your school?

9. What do you use as a guide in assigning duties to the Career guidance teachers/career
10. What are the duties of a Career guidance officer in your school?

11. Which types of resources used in career guidance and counseling are available in your school?

12. What is the level of adequacy of the resources used in career guidance and counseling in your school?

13. Which occupational information resources does your school depend on in giving career guidance to the students?

14. What are the challenges to the implementation of effective career guidance programmes in your school?

15. How do you deal with the challenges?

16. What are some of the activities you have found useful when implementing Career Guidance and Counselling Programmes in your school?

17. From your experience what qualities would you consider important in a Careers Guidance teacher/master?
18. What would you suggest to be done to improve the effectiveness of career guidance services by the following groups:

   a) Schools_______________________________________________________________
      
   b) The Government through the Ministry of Education
      
Thank you once more for taking time to discuss with me about the status of career guidance and counselling in your school.
RESEARCH AUTHORIZATION