

**RELATIONSHIP BETWEEN ATTITUDES TOWARDS CAREER
COUNSELLING AND UPTAKE OF CAREER COUNSELLING SERVICES
AMONG STUDENTS IN UNIVERSITIES IN NAIROBI CITY COUNTY,
KENYA**

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**A THESIS SUBMITTED TO THE SCHOOL OF LAW, ARTS AND SOCIAL
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THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY
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JUNE 2023

DECLARATION

I declare that this thesis is my original research work and has not been submitted in this form or any other for the award of any degree in this or any other University

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DEDICATION

I dedicate this thesis to my dear husband and best friend, Mr. Fred Newa, for encouraging and supporting me throughout the journey of my graduate studies, and my late father Mr. James Opiyo - Odhiambo for teaching me the value of hard work and for his great faith in my capacity to succeed. To my late, mother Mrs. Elsie Nyadoi Opiyo, who I was named after, for her constant prayers and discipline that pushed me this far, and to my dear children Neno and Nimara, my champions, for their constant and unwavering encouragement.

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OPERATIONAL DEFINITIONS OF TERMS

- Attitudes:** General evaluative dispositions or learned tendencies to respond to a given service, person or object in a favourable (positive), neutral/ ambivalent or unfavourable (negative) way. These dispositions have affective, cognitive and behavioural components.
- Attitude towards career counselling:** Positive, neutral or negative evaluative dispositions of career counselling that have affective, cognitive and behavioural components.
- Career awareness:** A person's self-knowledge and knowledge of the world of work, and the ability to match individual qualities to the requirements of the world of work.
- Career choice:** Selection of a course of study in the university, which leads to a specific profession.
- Career counselling:** The process through which an individual student is empowered through the help of a trained career professional to increase his or her self-knowledge. For example, (understanding self, making choices based on aptitudes, skills and interests) and knowledge of the World which includes (competencies and skills, employment opportunities, Internships and community services) and the ability to match individual qualities to the requirements of the world of work.

**Career counselling
Services:**

A variety of support, guidance and assessment services offered by a trained career counsellor to help students increase their self-knowledge and their knowledge of the world of work, and the ability to match individual qualities to the world of work. These services aid people to begin, change or advance their careers

Career counsellor:

A trained professional who is charged with the responsibility of providing career counselling services to students including in the university setting

Career decision-making:

Process of making informed career selections based on one's self knowledge and knowledge of the world of work, and the ability to match individual qualities to the world of work.

Career indecision:

This is the inability to make informed career selections

Negative attitude:

Evaluative dispositions or learned tendencies to respond to a given service, person or object in unfavourable way

Positive attitude:

Evaluative dispositions or learned tendencies to respond to a given service, person or object in a favourable way

**Uptake of career
counselling:**

Action of utilizing or making use of career counselling services indicated by frequency of utilization and perceived usefulness of the career counselling services.

LIST OF ABBREVIATIONS AND ACRONYMS

ABCW	:	Advisory Board Company, Washington
AUCC	:	Association of University and College Counsellors
CUE	:	Commission for University Education
GoK	:	Government of Kenya
HIV	:	Human Immunodeficiency Virus
IUCEA	:	Inter-University Council for East Africa
LTCC	:	Learning Theory of Career Counselling
MoH	:	Ministry of Health
NACOSTI	:	National Commission for Science, Technology and Innovation
NCDA	:	National Career Development Association
SLTCDM	:	Social Learning Theory of Career Decision Making
STEM	:	Science Technology Engineering and Mathematics
UAE	:	United Arab Emirates
UNDP	:	United Nations Development Program
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
USA	:	United States of America
VCT	:	Voluntary Counselling and Testing

ABSTRACT

Despite the importance of career counselling, there is evidence that a marginal number of student's use career counselling services. Increasing uptake of career counselling could be a critical factor in enhancing employability and wellbeing of individuals and society at large. It has been suggested that attitudes might be a factor in depressing uptake of career counselling programmes. However, there is scant empirical data on the relationship between attitudes towards career counselling and uptake of career counselling services in Kenya. The study focused on establishing the relationship between attitudes towards career counselling and uptake of career counselling services among students in selected universities in Nairobi City County, guided by John Krumboltz's Social Learning theory of Career Counselling and Albert Bandura's Social Learning theory. The study used a correlational research design. The target population was 4,834 fourth year undergraduate university students and four career counsellors purposively selected from universities in Nairobi City County. The sample size was 369 students. Stratified random sampling was used to select four universities for the study. Simple random sampling was used to obtain a sample of 369 students from the selected universities. Purposive sampling was used to select fourth year students. Purposive sampling was used to select the career counsellors for inclusion in the study as they were deemed important because they closely interacted with students during their work and were likely to have expert opinion regarding career counselling. Data was collected using a questionnaire and focus group discussions for students, as well as interviews with the career counselors. Attitudes towards career counseling were assessed using the Attitude towards Career Counseling Scale, while the uptake of career counseling services was measured using the Uptake of Career Counseling Services Scale. The internal consistency of the instruments was determined through the calculation of Cronbach's Alpha Coefficient based on the piloted questionnaires. Quantitative data analysis was conducted using the Statistical Package for Social Sciences Version 24, employing descriptive statistics such as frequencies and means, as well as inferential statistics. Pearson's Product Moment Correlation Coefficient (r) was utilized to examine the relationship between attitudes and the uptake of career counseling services. The findings revealed positive attitudes towards career counselling and low uptake of career counselling services. The findings also revealed a significant positive but weak relationship between attitudes and uptake of career counselling services at $r(360) = 0.159$, $p = 0.003$ for uptake in terms of frequency of utilization and $r(360) = 0.200$, $p = 0.000$ for uptake in terms of perceived usefulness. The study recommended creation of awareness programmes for increased uptake and need for well-stipulated rules and regulations that support career counselling initiatives. The study also recommended comprehensive, multi-sectoral, collaborative approach of all stakeholders in the management of career programmes for enhancement of uptake of career counselling services in universities.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Background to the Study

The value of a university education extends beyond the person to the entire society. According to the United Nations Development Programme UNDP (2015), a university education gives people the information and skills they need to improve their own well-being and the well-being of the communities in which they live. University education encourages people to explore the world by equipping them with the knowledge, abilities, and attitudes they need to succeed there. Additionally, a university education increases wages, health, and life expectancy, all of which are crucial for many people around the world (Hahn & Truman, 2015). For the benefit of society, higher education trains individuals who may actively contribute to social, economic, and political growth through civic leadership and charitable support for local businesses and economic sectors.

Despite the value of a university degree, university life comes with unexpected difficulties that affect adaptability. According to Hunt and Eisenberg (2010), many university students experience a variety of emotional issues that are deemed distressing and call for specialized care from professionals.

There is a need for further aid, including social, emotional, and career support. Local studies like those of Osumba (1998) indicated that students joined institutions of higher learning without making an acceptable job selection, which led to low performance and persistent career changes. Gitonga (2009) recognized the need of exposing students to new job trends, such as career assistance and counseling, and supported this opinion. In addition, Ogutu and Muango (2012) endorsed the

effectiveness of guidance and counseling services for undergraduates who utilized the programs and advocated for the opening of additional counseling centers at universities so that students may acquire the necessary skills. Information on occupations and work environments, work-related assessments, potential employers, and transitional skills for the labor market are among the skills.

It has been noted that these abilities may lessen some unexpected difficulties students have when they enroll in institutions for the first time. Similar to that, these programs cannot be successful without interventions from trained career and counseling experts who are in a unique position to support students and ensure their academic and psychological welfare (Hunt & Eisenberg, 2010).

According to Amoah et al. (2015) career counsellors are specialists in offering comprehensive career programs including career related information intended for planning and deciding on a right vocation. This is crucial as it offers comfort and relieves individuals from career related anxiety hence increases self-confidence in career matters. In an attempt to increase confidence and stability there are several interventions that universities have put in place for students personal, social and academic wellbeing. Among the interventions are career the counselling platforms.

Career counselling is a therapeutic process that aims at assisting students to make sound decisions on individual fields of study they would like to pursue and how to align the different skills to occupations. Career counselling programmes are required in all universities Eurydice (2019) in an attempt to provide appropriate work related skills that would transition graduates for employment, including assistance in making life choices, particularly those who are undecided on courses to pursue while they

join college. It is noted that during this phase of life, students are still young adults hence could be confronted with issues such as relationships, finances and course selection as they deal with attaining applicable skills that might enable them attain necessary jobs (Adams, 2012). Therefore, one of the goals of career-counselling is to allow individuals comprehend and discover their capable options.

At international, regional, and local initiatives, the value of career counseling has been made clear. Initiatives like the Career Counseling Handbook published by the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2002) show how important career counseling is around the world. The guide emphasizes methods for setting up, carrying out, and assessing career services in colleges and universities. The United States National Career Development Association NCDA (2016), which affirms that people have the freedom to select careers that suit them, also echoes this idea. Similar to that, this effort has received praise for its track record of developing knowledge that can function in and adapt to a variety of work environments (World Bank, 2019).

It has been demonstrated that career-counselling services assist students in making wise career decisions on a worldwide scale (Adams, 2012). In a study on students' mental health published in 2015 by the University of California, it was found that many students face professional uncertainties, including psychological and general wellbeing problems, which demand special consideration from university administration, including when choosing a career. These opinions concur with (Adams, 2012) findings. Additionally, career counseling is crucial since it gives students better self-awareness and the capacity to match their unique skills to the world of employment (Chireshe, 2013). The introduction of career counseling centers

in universities provided the knowledge and skills necessary to move confidently and easily through the employment market (Khan & Williams, 2011).

The involvement of universities in career-related activities plays a vital role in attaining this objective since a regional study conducted by Akareem and Hossain (2016) revealed that career counseling aids students in discovering appropriate employment prospects, which aligns with the primary objective of higher education institutions. More research has shown that career counseling is crucial for helping students reach their full potential since it equips them with marketable skills (Nkechi et al., 2016). Maree (2019) added that career counseling would help students who were worried about things like their incapacity to choose the right courses. Similar thoughts were expressed by Harry et al. (2018) in South Africa and Owusu and Poku (2012) in Nigeria emphasizing the significance of career counseling centers in aiding students in such endeavors.

A similar commitment has been made locally in accordance with the Kenya Higher Education Policy Note of 2019, which acknowledged that universities provide fundamental needs for students, such as providing career counselling and support.

The Inter University Council of Eastern Africa (IUCEA) (2018), which suggested the creation of career programs in all educational facilities, was supported further by the Ministry of Education through the Inter-University Council. Similarly, the Kenyan Government Sessional Paper No. 1 of 2019 acknowledged a gap between graduates' knowledge and what is required in the workplace (GoK, 2019). With the implementation of this policy, university career counseling services have been improved.

Universities provide a range of services deemed necessary in assisting students in selecting fields according to their skills, aspirations, and expertise in order to streamline the career counseling process (Chireshe, 2013). Seminars, conferences, mock interviews, resume reviews, practicums, and job fairs were used to deliver the aforementioned services. One of the primary strategies provided by institutions of higher education is career counseling, which allays students' concerns about making decisions while also fostering their personal growth (Oluremi, 2014; Smith, 2014). In the past, in an effort to enhance career counseling programs, several Education Commissions and curriculum frameworks have given specific emphasis to career counseling in university education in Kenya. However, there was a disparity in how career counseling platforms were used. While the construction and provision of such services in institutions was mandated by the ministry of education, universities in Kenya seemed to be falling behind in this endeavour. This could be the cause of the Ministry of Education's assertion that Kenyan employers are gradually hiring fewer graduates (MoE, 2019).

The ministry of education reported that there was a gap between the knowledge, talents, and skills required by companies and those of recent university graduates. This discovery demonstrated a gap between the talents obtained through university education and the ideal skills needed by businesses. The investigation also revealed that young individuals between the ages of 15 and 35 make up 35% of college students, but 67% of them were unemployed due to a lack of knowledge and skills necessary for the job market. Universities must thus offer these skills in order to close the skills gap.

There is evidence that there is an issue with career counseling services being utilized by university students, despite the fact that worldwide, regional, and local studies have shown the position of career counseling and the attempt to provide the services. Numerous international and regional investigations have shown this, as well.

For example, research conducted by Vogel et al. (2007) at Iowa State University in the United States discovered that individuals often avoided counseling due to a fear of being stigmatized. Similarly, Palo and Drobot (2010) found similar results in their study on the influence of family motivation on career paths at West University of Timisoara in Romania. They observed that individuals were less inclined to seek career counseling services if they believed that their friends, peers, and acquaintances would pass negative judgments on them. Additionally, Sue et al. (2019) found that individuals were less likely to pursue career-related counseling if they anticipated negative reactions from their loved ones regarding their career choices.

However, Major and O'Brien (2005) observed that students who were unsure about their career paths and employment-related decisions were likely to feel awkward using the services out of fear of what others might think. These people would probably acknowledge their own inefficiency and perhaps refrain from taking advantage of career counseling services in order to avoid being connected with such connotations. The fact that Fisher and Griggs (1995) identified aspects including friends, classmates, teachers, and unfavorable social events as upsetting career progression among students may be attributable to these undertones.

Moreover, research conducted among Emirati college students in the United Arab Emirates (UAE) by Al-Bahrani (2004), Al-Darmaki (2012), and Al-Darmaki (2011)

uncovered that the decision to seek professional and psychological assistance among university students was influenced by various factors, including family dynamics, personal circumstances, social stigma, cultural norms, and religious beliefs. These factors likely contributed to the limited utilization of university career counseling services, as students may have relied on unsubstantiated advice instead.

In addition to the difficulty of choosing a career, regional studies like those by Salami (1999) on the career choice of Nigerian young adults discovered factors like ignorance, inexperience, peer pressure, and bad counsellor advice as influencing career counseling use (Issa & Nwalo, 2008). Also, Egbochuku and Alike (2010) at the University of Benin in Nigeria discovered additional elements that insufficient guidance and counseling program services contributed to the discovery of unappealing career advising interactions.

At the regional level, there has been limited research conducted on the utilization of career counseling services. However, recent studies conducted by Nyutu (2020) have revealed that despite the availability of counseling services in universities, only a small percentage of students actually make use of them. This is attributed to the high student enrollment numbers compared to the limited number of counselors available, as well as the stigma associated with seeking counseling services due to peer pressure. On the other hand, Ogutu and Muango (2012) conducted an assessment of counseling and guidance services at Masinde Muliro University of Science and Technology. Their findings indicated that students who utilized these services reported significant benefits from the university's programs.

Despite the inconsistencies about the issue of service uptake in earlier studies. According to multiple studies, Multon et al. (2011) acknowledged the difficulty in getting students to use career counseling services. They also stated that while both services were equally helpful, it's possible that students found career counseling issues to be just as upsetting as psychological counseling. This study of Koydemir-zden and Erel (2010) that attitude is a probable element in help-seeking services may be related to it.

Research indicates that there are several issues concerning attitudes towards utilizing career counseling platforms in colleges. For example, a worldwide study examining attitudes towards career counseling and the influence of public stigma among college freshmen in the United States, conducted by Vogel et al. (2010), found a connection between public and personal stigma and self-stigma. These various forms of stigma were found to be associated with individuals' attitudes towards seeking career counseling services.

Likewise, a study conducted by Al-Darmaki (2012) among students at Emirate College in the United Arab Emirates found that students faced challenges in their attitudes towards seeking help. Similarly, Pheko et al. (2013) investigated college students' attitudes towards counseling and discovered that both personal and societal factors played a role in influencing individuals' behavior when seeking assistance, including feelings of self-doubt and social humiliation. According to these studies, shame on a public, personal, and social level hinders people from seeking vocational counseling.

Local studies by Muraguri (2011), however, noted that incorporating university student's family dynamics and professional expectations were likely to distress learner's attitudes towards career counselling. Also, Nyutu (2020) noted the factors such as negative attitudes towards seeking counselling as being prejudiced by peer influence. This might be why Nyaga (2011) concluded that university life might be associated with personal, emotional and academic concerns that are influenced by social and psychological factors.

As noted above, studies have revealed factors such as negative reactions from friend's family, peers, shame of being labelled by others, failure, inexperience, peer pressure and stigma as influencing uptake. Other studies have likewise noted that public and personal stigma plus shame were related to attitudes towards seeking help.

In view of the above causes, scholars have argued that perhaps career counselling concerns were as digressing to students as psychological counselling as they were equally help seeking services. There appeared to be a mutual agreement that attitudes might threaten uptake of services due to the shame components in consuming the services, yet no study has been conducted on the role of attitudes towards career counselling services.

Because attitudes have an impact on how people seek out help, it is possible that they will influence how many people use career counseling services. Moote and Archer (2018) took note of this confirmation and acknowledged that variations in attitude were probably to blame for variances in the usage of career counseling services. This claim led theorists to propose that students' perceived need for psychological aid could predict their propensity to enter the helping profession (Vogel et al., 2011). This

demonstrates that people will only use services to lessen the situations that endanger their capacity to perform normally and to restore stability (Robertson, 2013).

Despite efforts made globally, regionally, and locally to enhance career counseling at universities, literature claims that only a small percentage of students really used these services because of the unproven reasons listed above (Khan & Williams, 2011).

According to studies by Amrein (2013), there is a disproportionately high proportion of students using career services compared to the overall number of students. This claim may be related to the fact that while Surapaneni (2015), Lam and Santos (2018), and Benton et al. (2003) all reported that between 17% and 22% of university students had problems at work, just 6.3% actually sought professional counseling.

According to the Global Employment Trends report from 2017, only about a fifth of the one million young people who enter the workforce each year were likely to find employment because of an unfavorable business climate, a lack of clarity regarding their experiences, and inadequate preparation for the job market after graduation (ILO, 2017). This may be the reason why Callender and Dougherty (2018) found that 49% of first-year university students lacked the necessary preparation for the job market due to a lack of use of career counseling services.

For example, Sue et al. (2019) recorded reactions from relatives and friends, while Major and O'Brien (2005) recognized elements like humiliation, indifference, and doubt. Previous worldwide and represented mixed factors influenced the uptake of career counseling services. Like Fisher and Griggs (1995), they accepted that friends, classmates, teachers, and unfavorable social events had a considerable impact on job advancement.

Salami (1999) found that factors influencing utilization at the regional level included ignorance, peer pressure, and ineffective counsellor support, while Egbochuku and Alika (2010) found that guidance and counseling programs were underrepresented.

Several findings point towards attitudes as accounting to the deficiency in uptake of career counselling and other help seeking services (Koydemir-Özden & Erel, 2010). This is because attitude was equally perceived as influencing uptake of other health related services in several studies, for instance, studies by Vogel et al. (2010) noted that public and personal stigma were associated with self-stigma, which was connected to pursuing counselling. The feelings of public shame by significant others were seen to be distressing to individuals and hence researchers have claimed that career counselling concerns were as disappointing to students as psychological counselling. This is further affirmed by Vogel et al. (2010) who endorsed that public and personal stigma were associated with self-stigma, which affected consuming counselling.

The aforementioned differences led researchers to the conclusion that attitudes may also have an impact on how many people use career counseling services. Since the attitude investigation was inconclusive, calls for further questioning were necessary because of these inconsistencies. The scarcity and inconsistency of literature, particularly in Kenya, motivated studies examining the correlation between attitudes towards career counseling and the utilization of career counseling services among students in colleges located in Nairobi County.

1.2 Statement of the Problem

Career counselling is key in providing knowledge and skills to university students, yet there is evidence of low uptake. Studies on uptake of services have presented different results such as social mistrust, location of centre, gender of counsellors, confidentiality issues. Others argued that attitudes produce feelings of humiliation affecting individual's uptake of services.

Although, universities have put in a lot of investment on career counselling services, there are few students using the services, leading to withdrawal and drop outs of students due to lack of understanding of career paths. However, few studies have been done in high school on factors affecting uptake of guidance and counselling, yet none has been done on uptake of career counselling among university students in Nairobi City County.

The severity of low uptake appeared to increase graduate unemployment due to insufficient skills with increasing numbers of job seekers by the day. This is due to lack of appropriate skills for work situations as many graduates were inadequately equipped for the job market (Callender & Dougherty, 2018). The apprehension would lead to mismatch of skills hence lower productivity for industry. For the universities, graduate employability is critical as it is used as a performance indicator for specific institutions in generating skilled work force for graduates. Failure to instil the skills may result to low university admissions, underemployment and a jobless society leading to poverty and lack of economic development.

This study would offer a possible solution to the problem since it would help researchers to come up with interventions for enhancing attitudes towards career

counselling programmes in universities in an attempt to increase uptake hence, intensify employment rates leading to nation-wide growth and productivity. Emphasis is on attitudes as a possible solution to the problem since it is likely to provoke feelings of shame and humiliation particularly in social surroundings causing distress in consuming services as noted by previous studies.

Although a number of academics have suggested that attitude may be one of the elements influencing the use of career counseling, Koydemir-zden and Erel's (2010) study investigated whether attitudes may be connected to uptake. These lessons would give information on whether attitude change could be a factor in influencing the use of career counseling services.

This study aimed to evaluate the association between attitudes toward career counseling and the use of career counseling services among students in colleges in Nairobi County in order to fill this information gap.

1.3 Purpose of the Study

The purpose of this study was to examine the relationship between attitude towards career counselling and uptake of career counselling services among students in selected universities in Nairobi County.

1.4 Objectives of the Study

The study focused on the following objectives:

1. To establish attitudes towards career counselling among students in universities in Nairobi County, Kenya.
2. To establish the uptake of career counselling among students in universities in Nairobi County

3. To determine the relationship between attitudes towards career counselling and uptake of career counselling services in universities in Nairobi County
4. To identify strategies to promote positive attitude towards career counselling in order to increase uptake of career counselling services among students in universities.

1.5 Research Questions

1. What is the attitude towards career counselling among students in universities in Nairobi City County, Kenya?
2. What is the uptake of career counselling services among students in universities in Nairobi City County?
3. What is the relationship between attitudes towards career counselling and uptake of career counselling services among students in universities in Nairobi City County?
4. What strategies can be used to promote positive attitude towards career counselling in order to increase uptake of career counselling services among students in universities in Nairobi County, Kenya?

1.6 Study Hypotheses

The study tested the following research hypotheses;

H₀1: There is no significant relationship between attitudes towards career counselling and uptake of career counselling services among students in universities in Nairobi County, Kenya.

1.7 Justification for the Study

The study sought to establish the relationship between attitudes and uptake of career counselling services. According to the ministry of education report, (MoE, 2019) there is a discrepancy between skills, and capabilities desired by employers and graduates from universities. The analysis showed that individuals aged between 15 and 35 years made 35% of the population, whereas 67 % of these remained jobless due to deficiency of necessary skills and the numbers continue to rise by the day.

In the report by Callender and Dougherty (2018), 49% of new university students were inadequately equipped for the job market due to insignificant number consuming career counselling services. Few studies have been done on the relationship between attitudes and uptake, although not in university set ups; therefore, further research is necessary across the barriers of uptake in order to provide the basis for improvement.

Despite the fact that the current study's findings indicate a low uptake of career counseling services among students, there is no published research on the attitudes of students in Nairobi City County and their use of career counseling.

The factors leading to low uptake are scarce, nevertheless, Sue et al. (2019) noted that there is low probability of seeking career help when one foresees family and peers responding negatively. For undergraduate's connotations by peers were likely to play a crucial role in decisions plus distress in career progress (Fisher & Griggs 1995). In Nigeria, for instance, ignorance, peer pressure and poor advice from counsellors triggered low uptake, including inadequate facilities Salami (1999) and (Issa & Nwalo, 2008) respectively.

It is apparent that maybe career counselling concerns were as distressing to students as psychological counselling since both services were help-seeking services. Multon et al. (2011). Based on the effect, attitude was cited as a factor as Koydemir-Özden and Erel (2010) established attitudes as a factor in help-seeking services. Attitudes seems to threaten uptake of career counselling services as studies have shown that attitudes have affected uptake other services. For instance, factors such as fear of test result, shame of what others might say location of Centre and stigma have resulted to low uptake. Stigma is therefore seen as a factor on attitude that provokes feelings of shame hence the need for further interrogation as it might have a role on uptake of career counselling services. This study therefore sought to fill this gap as the study would add to the body of knowledge by providing a basis for intervention.

1.8 Significance of the Study

The literature reviewed in the background of this study has revealed that career-counselling programmes are of utmost importance to students mainly in the selection of a vocation and prospective employment concerns amongst students in universities and colleges. Hence, the recommendation of the current inquiry might aid the educational policy makers and university administration in organizing programmes that will enhance student's attitudes so as to attain optimum uptake of career services. This could deliver skilled graduates for employability in various sectors of the economy.

The findings could also support career counsellor's in providing interventions in line with the needs for increased uptake intended for increased productivity of goods and services for society. Furthermore, parents and guardians can benefit as resources allocated for studies will not be wasted. For the academic institutions, the education

system will be effective in providing employability skills to graduate who are able to improve the development of their society. Finally, it is predicted that this study will create awareness on the importance of effective career counselling in universities hence filling the research gaps in the area of uptake and prompt further research in similar studies in other universities.

It is hypothesized that this investigation would contribute to the empirical information towards career counselling services, particularly in the Kenyan and African perspective. This could benefit–university administrators to make modifications on career counselling programmes through their respective areas of influence. Such information could be beneficial to the following:

1. The government via the relevant Ministry of Education, Science and Technology may put in place measures aimed at amending the education sector by improving career programmes in all Kenyan learning institutions.
2. The Ministry of Education (MOE) in policy formulation of career counselling programmes in order to enable students to interact with the job market to provide opportunity to mentor and impart employability skills.
3. The university policy makers may utilize the results of this investigation to come up with current intervention programmes that escalate students' usage of career counselling programmes. The findings of the study may advise the students' affairs section and the career counsellors in charge of training students on the need for career counselling amendments and interventions.

4. The results of this investigation are likely to add value to the prevailing body of knowledge and serve as a baseline study on career counselling.

1.9 Scope and Limitations of the Study

This study was conducted under the following scope and limitations.

1.9.1 Scope of the Study

The investigation was completed in public and private universities in Nairobi City County, Kenya. It investigated the relationship between attitudes towards career counselling and uptake of career counselling services. It was guided by John Krumboltz's Social Learning approach of Career Counselling and Social Learning model by Bandura. The investigation utilized a correlational study model that sought to find out the relationship between attitudes towards career counselling and uptake of career counselling services. While students had several concerns, this investigation targeted fourth-year university students because they were predicted to be reasonably mature in regards to career information and therefore capable of conceptualizing occupational issues. Furthermore, career counsellors were incorporated in the investigation because they regularly worked with students on areas of careers and work. Data was limited to these respondents and therefore findings were inferred with this limitation in mind.

1.9.2 Limitations of the Study

The following aspects were the limitations faced during this study:

- i. The study used a self-report approach hence the limitation of a self-report approach was that students might not give accurate responses by expressing the socially accepted views regarding their universities. However, efforts

were made to assure respondents that their feedback would be kept with extreme confidentiality.

- ii. Some universities found the study sensitive and were apprehensive of the results. The investigator guaranteed them that the outcome of the investigation would not be presented based on individual universities and data would be kept confidential.
- iii. In the process of gathering qualitative data, several participants were self-protective on items linked to their area of jurisdiction. The researcher assured them of confidentiality.
- iv. This was a correlational study hence cannot explain the causal factors

1.10 Assumptions of the Study

This investigation was centred on the following assumptions:

- i. The investigation assumed that students knew the rate at which they utilized career counselling services and their perceived usefulness.
- ii. Enhancement of student's attitudes would increase uptake of career services.
- iii. The study assumed that students in both public and private universities had more or less same features. This was to permit comparison between the two categories of universities.
- iv. The study assumed that respondents would provide honest answers that reveal data specified in the questionnaire, interview schedule and the focus group discussions. This evidence would increase valid conclusions and interpretations.

- v. Effective strategies could be used to promote positive attitudes that could increase uptake of career counselling services among students in universities in Nairobi County, Kenya?

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of related literature on the relationship between attitudes towards career counselling and uptake of career counselling services among students in selected universities in Nairobi City County. The literature review is presented in the following areas: Theories supporting career counselling, objectives of the study which comprise of attitudes towards career counselling, uptake of career counselling services, relationship between attitudes and uptake of career counselling services and strategies to enhance attitudes towards career counselling in order to increase uptake. It also includes the summary of the reviewed literature and theoretical and conceptual framework, including the gap.

2.2 Theoretical Framework

This study was guided by two theories: John Krumboltz's Social Learning Theory of Career Counselling (Krumboltz & Mitchell, 1996) and Social Learning theory by Albert Bandura (Bandura, 1977). The two theories are discussed in the following section.

2.2.1 Social Learning Theory of Career Counselling (1996)

Krumboltz developed the Social Learning Theory of Career Counselling (1996). The theory explains the origins of career decision making and the role career counsellor's play in supporting individuals. This theory is comprised of two interrelated parts. The first part highlights the origins of career choice and it is referred to as the Social Learning Theory of Career decision-making (SLTCDM). This portion of the theory

determines the way students make career decisions and how their attitudes are formed.

The second part of the theory emphasises the role of career counsellors in supporting individuals. According to Mitchell and Krumboltz (1996), four elements influence career decisions. These elements comprise of genetic endowments and special capabilities; environmental circumstances and events; instrumental and associative learning; and task-model skills. The major component in this social learning model was to support individuals to rationalize their beliefs through the four aspects of career choice. These elements provide students with opportunity to identify their beliefs around the career choices made regardless of the support of career counsellors. The student's environmental, associative and task approach learning are integrated and form beliefs that present positive attitudes towards career counselling. All these characteristics determine the attitudes towards have career counselling, either positive, neutral or negative.

The four aspects affect career choice in various ways. For instance, special abilities, environmental conditions, and learning experiences correlate to build individuals beliefs regarding self and the environments in which one operated in and in turn shaping their attitudes. These aspects affect student's career choice in four ways. Firstly, via self-observation generalizations, this is when learners make assessments on their academic capabilities and career success, in comparison with success of their peer and then come out with conclusions about their abilities, which might enhance their attitudes to act like their peers or not. Therefore, the action taken indicates the attitudes students have formed about the career counselling development.

Secondly, student's worldview generalization, comprise the nature and the operation of the world, through learning experiences. This is determined when students view peer performances in terms of how they measure up to those persons and the outcome leads to certain actions they make towards career services. For instance, a student's actions might be demonstrated in applying for a job which could be determined by their worldview after observing other successful applications. This similarly increases the uptake of career counselling services though personal initiative or through career counsellor's assistance. The role of personal initiative by the students therefore defines the utilization or not to, of the services.

Thirdly, task-model skills incorporate the intellectual and performance abilities essential for managing individual's surroundings. The skill sets students develop might involve work habits, cognitive responses and emotional reactions in problem solving. These learning experiences develop and influence students' career decisions such as how regularly it would be appropriate to utilize the services. These involves decision-making and problem- solving skills acquired in the process of doing tasks. The task approach skills are achieved when university students are exposed to the working environment for the benefit of attaining hands on experience, which is accomplished during C.V writing, job seminars, internships and community service involvements.

Individuals are able to discover their strengths and weaknesses in line with their capabilities and hence improve their skills set. The more they utilize the services the higher the uptake of career counselling services. This theory is appropriate in analysing the study variables since it provides opportunity for students to put theory into practice in line with work related experiences. The skills gained in the practices

develop their attitudes towards consistent use of career services, hence the application of Social Learning Theory of Career decision-making (SLTCDM) (Mitchell & Krumboltz 1996). Similarly, task approach programs such as practicums provide individuals an opportunity to meet career role models who assist students in supplementing career development. University students have at their disposal mentors such as lecturer's work supervisors and counsellors. The Theory of Career decision-making (SLTCDM) by Mitchell and Krumboltz (1996), observed that approaches such as learning experiences influence career development irrespective of individual's associations (Lent & Worthington, 2000). The strength of this theory lies in the fact that it is applicable to diverse college student populations, (Brown, 2002).

The second part of Mitchell and Krumboltz (1996) focusses on career counselling. This is the Learning Theory of Career Counselling (LTCC). Mitchell and Krumboltz (1996) clarify that career counsellors have a vital duty in supporting students in making appropriate career choices. This model is one of the developing career theories that offer beneficial interventions for university career counselling growth. In essence, the (LTCC) recognizes efforts by career counsellors in providing interventions to university students. The theory assumes that individuals have deficient skills and hence career counsellors are able to provide such support.

Interventions used by career counsellors have implications on university student's uptake of career counselling services in Nairobi City County. For instance, Counsellors using this model would address student's problems such as inability to make appropriate career decisions, choosing poor options and apprehension over perceived incompetence to achieve career goals among others. The theory further assumes that ideally, people are capable of solving their problems though

reinforcements (Mitchell & Krumboltz, 1984). The outcome of interacting with career counsellors, mentors and lecturers, all have a part to play in impacting students professional and career development. This is the process where career counsellors employ approaches such as simulations and role modelling that enhance attitudes and thereby increase uptake of career counselling services.

Krumboltz and Mitchell (1996) Social Learning theory of career counselling did not fully address the importance of observation and modelling by others in the process of learning that might be appropriate in the university set up. The researcher noted that combining the two theories would provide a better perspective in understanding factors that lead to career decisions students make and aspects of learning from others, therefore, a second theory was included to complement the first theory.

2.2.2 Social Learning Theory (1977)

The theory was developed by Bandura in the year 1977 in an attempt to explain how human behaviour was learned. The theory explains that human beings learn through observing behaviours of others, which is modelling from observation.

Albert Bandura's Social Learning Theory emphasizes the significance of observing, modeling, and imitating the behaviors, attitudes, and emotional responses of others. This theory also explores how environmental and cognitive factors interact to shape human learning and behavior. Consequently, the theory aligns with the earlier mentioned theory, particularly concerning the role of imitation in the learning process among university students. It recognizes that learning is facilitated through collaborative efforts and the adoption of behaviors observed from others.

According to Bandura in the year, (1977) observational learning was attained by displaying learning through the impact of the reinforcement theory, cognitive information dispensation, and classical behaviourism on human behaviour. The result of this exploration revealed that human beings learn by modelling, through reproducing behaviours they observe in other people. Based on this claim, it was established that university students in Nairobi City County are likely to learn through observing other students. This has implications on forming attitudes towards of career counselling, and also uptake of the services. Consequently, repeated exposure to career counselling programmes and exercises by career counsellors, constant observation of peers and mentorship by lecturers may alter students' perceptions towards affective beliefs and behaviour towards career counselling services hence forming positive attitudes towards career counselling and thereby consuming the services.

The observational learning can promote student's attitude and confidence towards career counselling through healthy competitions among students (Choo et al., 2012). Bandura presumed that when individuals observe their age mates succeed, there is a high possibility of trusting that they too could succeed (Mills, 2009). This theory therefore sheds light on understanding vital aspects on areas such as observation, reinforcement, modelling and imitation of student's outlooks towards career counselling and leading to uptake outcomes.

According to Akbar Husain (2011), the researcher believes that students' attitudes are likely to be influenced by their interactions with peers, as well as their personal aspiration to emulate individuals they admire. Also, Zajonc (1968) established that attitudes were formed through exposure which increases individual's feelings, usually

positive, towards the intended decision; hence, frequent contact with peers who seemingly display positive attitudes was likely to have similar effect. It is for the above factors that the researcher recognized the second theory as appropriate for the study.

2.3 Review of Related Studies

This section outlines a review of past literature related to the study. Literature was reviewed in regards to the study objectives. The objectives were; attitudes towards career counselling, uptake of career counselling services, which were determined by the frequency of utilization and perceived usefulness of career counselling services, relationship between attitudes and uptake of career counselling services and strategies to promote positive attitudes in order to increase uptake. The conceptual framework of the study was also outlined.

2.3.1 Attitudes towards Career Counselling among Students in Universities in Nairobi City County

Many university students lack sufficient information about their career paths, even when they are in their final year of study. The courses they take often do not adequately prepare them with the necessary skills for their future careers. Career counseling can play a crucial role in assisting students in gaining clarity about their future careers. Career counselling has been transformed in the twenty-first century due to career modification. In an attempt to secure this endeavour, universities have had to improve counselling practices, Crişan and Ghimbulu (2015) although students have continued presenting unpredictable attitudes.

Chhatrani et al. (2022) conducted a study in India to explore the factors that influence students' attitudes towards career counseling. The research involved a sample of 100 students, and its objective was to examine the various factors impacting student attitudes in this regard. The study employed descriptive and inferential statistical tools, including ANOVA, correlation, t-test, and multiple regression analysis, to analyze the collected data. The findings identified four key factors that significantly affected students' attitudes towards career counseling: the definition of career counseling, information about career options, opinions about career counseling, and knowledge about the benefits of career counseling. These factors were found to have a positive impact on attitudes towards career counseling. The study emphasized that the benefits derived from career counseling would likely influence students towards developing positive attitudes. While Chhatrani et al.'s (2022) study focused on the Indian context, the present study aimed to bridge the gap by employing a correlational research design with a local audience in the Kenyan context.

AlMa'wali (2017) at Sul-tan Qaboos University (SQU) in Sultanate of Oman conducted a study on student's attitudes towards career counselling. The purpose of the study was to establish student's attitudes towards career counselling by using Rochlen et al. (1999) Attitudes towards career counselling services using the ATTCCS scale that was adopted in Arabic. The study involved 134 full-time undergraduate students. The study established factors such as location of the centre and poor marketing as influencing student's attitudes towards consuming career services. The findings of the study recommended that the career counselling centres should be located at closer proximity in order to reach most students. Although the study utilized a similar tool, the current study filled the gap by adapting Rochlen et al.

(1999) Attitudes towards career counselling services (ATCCS) scale, adapted in English by using it in a Kenyan setting.

Giannone et al. (2017) conducted a study among students who were professional athletics in British Columbia. The study examined Athletes Attitudes towards career counselling by investigating what prevented the student athletes from seeking career-counselling services. The study incorporated the use of the Attitudes Towards Career Counselling Scale (ATCCS) developed by Rochlen et al. (1999). This scale assessed two factors: the perceived value of career counseling and the associated stigma. Employing a cross-sectional survey design, the study collected data from a national sample of elite athletes. The intention behind this research was to utilize the study's findings in the development of effective career interventions. Although the study used a similar tool, the population of the sample was dissimilar hence the need to fill the knowledge gap. While the study examined professional athletes, the current study examined normal university students who were not experts in games.

Ludwikowski et al. (2009) conducted a study examining the impact of stigma on attitudes towards career counseling. The primary objective was to explore the relationships between the stigma surrounding help-seeking behaviors and attitudes towards engaging in career counseling at Iowa University in the United States. The researchers utilized structural equation modeling to analyze data collected from a sample of 509 college students who completed measures of stigma, including attitudes towards career counseling. The findings indicated that both public and personal stigma were connected to self-stigma, which in turn was linked to attitudes towards seeking career counseling.

The results showed that self-stigma accounted for 60% of the observed variance, while attitudes accounted for 42% of the variance. This suggests a significant association between public and personal stigma, self-stigma, and attitudes towards seeking career counseling.

This finding has implications for Kenyan university students' attitudes towards career counselling services. This is because university students may experience a myriad of personal disgrace and need to be assisted in redirecting their attitudes. The population under study in Ludwikowski et al. (2009) findings were fresh college students in introductory class, implying that they were young and inexperienced. Likewise, the data analysis methods employed in the present study differed from those used in previous research, as the current study focused on collecting data specifically from fourth-year undergraduate students in the local context. This emphasizes the importance of bridging the existing research gap by conducting research in a specific and relevant context.

Al-Darmaki (2011) conducted a study focusing on the needs and attitudes of Emirate college students in the United Arab Emirates regarding seeking professional counseling and their preferred sources of assistance. The study employed a survey methodology and involved a population of 592 respondents who were enrolled in general education courses. The findings revealed that participants generally held positive attitudes towards seeking professional help. However, they exhibited negative attitudes towards interpersonal openness. Respondents desired non-professional sources of assistance like from family and acquaintances, as there was fear of openness to professional assistance. however, the current study filled the gap

by incorporating respondents from local universities in examining the uptake of career counselling services.

Vogel et al. (2007) investigated the role of self-stigma in mediating the relationship between attitudes towards counseling for psychological distress. The study utilized structural equation modeling to analyze data obtained from 676 undergraduate students. The results indicated that public stigma influenced self-stigma, which, in turn, influenced attitudes towards seeking counseling and readiness to seek help. The findings revealed that attitudes towards counseling accounted for 57% of the observed variance, while willingness to seek counseling for psychological concerns accounted for 34% of the variance. Although the focus of the study was on psychological concerns among students, the present research aimed to fill the gap by examining attitudes towards seeking career counseling in the context of Kenya.

Similarly, Vogel et al. (2007) established public stigma affecting self-stigma which were essential barrier to seeking personal counselling. The current study did not examine stigma in regards to career counselling, although it observed that humiliation was likely to influence attitudes towards career counselling like it did for uptake of other services stated in the study.

Research on help-seeking services has indicated that factors such as perceptions of stigma pose significant barriers to seeking help for personal counseling (Vogel et al., 2007). While there are similarities between personal counseling and career counseling, the present study focuses specifically on attitudes towards career counseling among university students in Nairobi City County. Despite some shared and distinct perspectives on personal counseling and career counseling, it is argued

that career counseling is often perceived as a more solution-focused and shorter-term endeavor. Consequently, individuals may find career counseling less intimidating and more likely to pursue it (Rochlen et al., 1999). This argument prompts an investigation in the current study to explore if student views regarding the use of counseling services and their uptake align similarly for both personal and career counseling. The intention is to fill the existing research gap in understanding the role of self-disclosure in shaping attitudes towards and uptake of career counseling among students in Nairobi City County. Additionally, the study seeks to examine if the trajectories observed in personal counseling are applicable to career counseling as well.

Heath et al. (2016) and Al-Darmaki (2011) conducted studies focusing on the counseling needs of Emirati college students in the United Arab Emirates. The research aimed to explore the relationship between fear of losing face, stigma, expectations of self-disclosure (including risks and benefits), and attitudes towards seeking counseling. This investigation utilized structural equation modeling and involved 407 Emirati college students. The findings revealed that the fear of losing face and stigma were associated with the willingness to disclose personal information to individuals outside of the family, which, in turn, influenced attitudes towards seeking counseling. The study also highlighted that students faced challenges such as anxiety, reduced motivation, and adjustment difficulties (Al-Darmaki, 2011). Additionally, issues like unemployment, work insecurity, and identity crises emerged as consequences of rapid social, cultural, and economic changes (Al-Darmaki, 2012).

In spite of these concerns, studies established that many people in the UAE do not go for counselling due to the undesirable help-seeking attitudes. Counselling was

reported to be last option and only sought when issues have become very severe. The results of the study were centred on humiliation, self-disclosure and help-seeking attitudes, the current study however, focussed on students' attitudes and uptake of career counselling services.

Egbochuku and Alika (2010) conducted a study addressing the issue of inadequate representation of guidance and counseling at the University of Benin in Nigeria. The research aimed to alleviate distress and help individuals return to functioning normally and effectively within society, which is the primary objective of guidance and counseling. This particular study focused on secondary schools in Nigeria and found that there was insufficient representation of guidance and counseling services. Additionally, the study revealed unfavorable attitudes of students towards guidance and career counseling. It is important to note that the study by Egbochuku and Alika (2010) was conducted in secondary schools, whereas the present study focuses on university students in Kenya. The current study aims to bridge this gap by examining career counseling among university students.

Edet (2008) conducted a study examining the attitudes of secondary school students towards guidance and counseling services in Cross River State, specifically in Calabar, Nigeria. The research utilized a descriptive survey model to collect data from secondary school students. The survey results indicated that the attitudes of learners towards guidance and counseling services were significantly positive. Furthermore, the study found that gender and the location of career services centers had a significant influence on student attitudes towards guidance services. The findings also revealed differences in attitudes between male and female students in rural and urban schools towards guidance and counseling services. Based on these results, the

researcher recommended the establishment of well-equipped counseling units that cater to both genders in all educational institutions. It is important to note that the study sample comprised secondary school students, whereas the current study focuses on university students. Additionally, while Edet's study used a descriptive study model, the current study aims to fill the gap by utilizing mixed methods and a correlational research design.

Archibong et al. (2010) further conducted a study on attitudes, beliefs and plans regarding career planning and post-college life at Lutheran College in the Midwest of Nigeria. Using random sample survey of undergraduates from a small private college, the study examined the relationship between learners' rates of self-efficacy and their attitudes regarding career-planning processes. It further noted that students who anticipated developing a vocation had higher efficacy and positive attitudes.

The study theorized that learners who began the career exploration procedure earlier had increased rates of self-confidence and had high levels of positive attitudes towards the profession exploration procedure, unlike those students who began exploration later. There is an indication that the earlier one begins career planning, the more positive they feel towards career counselling. This revelation has implications for the current study. While A Archibong et al. (2010) study was conducted in a small college, the current study was carried out in four relatively large universities in Nairobi City County.

Mutinda (2005) conducted a study in Kenya to explore students' attitudes towards guidance and counseling services in public secondary schools within Nairobi province. The primary objective of the study was to investigate four main concerns:

students' attitudes towards seeking guidance and counseling, differences in attitudes towards seeking guidance and counseling between boys and girls, differences in attitudes towards utilizing guidance and counseling among students from different types of schools, and the common personal and academic problems experienced by secondary school students. The research approach involved a comprehensive literature review on the counseling movement in Africa and an examination of students' concerns, including their perceptions of teacher-counselors and attitudes towards guidance and counseling.

The study collected data from students in public secondary schools within Nairobi Province by administering a questionnaire and employed descriptive statistics for analysis. The results indicated that students in secondary schools within Nairobi Province held negative attitudes towards seeking guidance and counseling services. In contrast, the current study aimed to address this research gap by examining attitudes towards career counseling specifically among university students in Nairobi City County. Additionally, while the previous study relied on a literature review of the counseling movement in Africa, the current study employed a mixed-methods approach involving both quantitative and qualitative research methods among university students in Kenya.

Gacohi et al. (2017) conducted a study that aimed to explore the impact of career information on the choice of degree programs among students in public universities in Kenya. The research employed an ex-post-facto design and utilized a causal comparative research technique to gather data from a sample of 500 randomly selected students. The results of the study indicated that career information played a significant role in influencing students' choice of degree programs in public

universities. The study concluded that career information was a crucial factor and recommended the enhancement and training of career counselors to ensure their competence in guiding students towards making informed career choices. Additionally, the study proposed that the provision of career information should begin in secondary schools, and the Ministry of Education (MOE) should ensure the establishment of functional career guidance departments in all secondary schools. While Gacohi et al.'s (2017) study employed an ex-post-facto design, the current study adopted a correlational research design specifically among fourth-year students.

2.3.2 Uptake of Career Counselling Services among Students in Universities in Nairobi City County

Although uptake of career counselling and uptake of other health seeking services are influenced by diverse factors and different expected outcomes, they tended to have a similarity in terms of their influence on the students in terms of motives to uptake or not to uptake of the services, which the researcher noted that were more or less similar in the way the students responded to the different outcomes. In search of literature on uptake of career counselling regionally and locally, there few studies in this area. Some data was found; however, it was deficient since it was not directly focussing on the study variables under study.

Kamunyu et al. (2016) conducted a study to explore the reasons why university students in Kenya do not seek counseling services, despite their availability, resulting in a minority of students utilizing these services. The research employed a descriptive survey design, utilizing stratified simple random and purposive sampling techniques to gather data from a sample size of 310 students across three universities. The study identified several factors contributing to this phenomenon, including issues related to

the gender of counselors, social mistrust within the counseling service, lack of confidence in counselors, location of the counseling center, and student perceptions of counseling programs. The study recommended the integration of gender sensitivity within the counseling service and emphasized the need for counselors to develop positive attitudes towards counseling. The current study addressed this research gap by encompassing a larger population and involving four universities, consisting of both public and private institutions.

In a similar vein, Nyutu (2020) conducted a study to assess the impact of counseling services on the academic performance and retention rate of undergraduate students in selected universities in Kenya. The research drew upon the factor and self-determination theories and focused specifically on first-year undergraduate students in two public universities. The study employed a simple random sampling method to gather data from a sample size of 104 students and 6 counselors, utilizing observation, questionnaires, and focus group discussions. The findings revealed that despite the availability of counseling services, only a small number of students sought these services due to the high student enrollment compared to the limited number of counselors available. While Nyutu (2020) used the factor and self-determination theories among first-year undergraduates, the current study closed the gap by utilizing Krumbolts and Banduras theories. Also, While Nyutu (2020) examined the counselling services among medical students only the current study closed the gap by examining career counselling services among students.

In a similar study, Orenge (2021) conducted research on the state of career guidance and counseling programs for students in public secondary schools in Nairobi. The study aimed to address the lack of sufficient data on secondary schools despite efforts

to support guidance and counseling services. The population included 65 public secondary schools, 65 principals, 65 career counseling teachers, and 5940 form three and four students in Nairobi province. Stratified and purposive sampling methods were utilized, and data collection involved questionnaires and an interview guide. The findings revealed that although career guidance and counseling resources were available in schools, they were insufficient, resulting in low utilization of the career services. The current study addressed this research gap by focusing on the population of university students.

Due to the insufficient data, some information on uptake was reviewed in the area of uptake of other uptake studies such as voluntary counselling and testing (VCT), uptake of voluntary HIV counselling and testing, as well as usage of guidance and counselling services conducted in secondary schools.

The researcher therefore reviewed some of these findings to establish if motives that influenced their uptake were similar to uptake of career counselling services. This was because uptake of other health services appeared to have similar drives in literature and hence, were likely to provide comparable responses as those on uptake of career services given that they were both help seeking services that were meant to relieve distress from individuals, while providing similar response.

Museve et al. (2013) examined the factors prompting the consumption of voluntary counselling and testing services among university undergraduates in Kenya; a case of the Mount Kenya university. Results showed that the utilization of VCT was enhanced among learners who had information of VCT services compared to those without prior knowledge of VCT. This finding has implications for the current finding

in terms of prior knowledge or services. While Museve et al. (2013) examined prior knowledge of VCT services the current study looks at the understanding of career counselling services.

Sanga et al. (2015) studied the factors influencing the uptake of Voluntary HIV counselling and testing among secondary school students in Arusha City, Tanzania. Results of the study comprised of a sample of 400 participants, involving 50.5% male and 49.5% female respondents. 93.5% of the students knew about the VCT services while 79.1% were well informed on VCT facilities and 75.9% had showed positive perception towards VCT amenities. On VCT consumption, only 29.3% had been tested. The study reported that VCT utilization was significantly influenced by age, sex, religion and disclosure to VCT information plus the nature of school ownership. While the study focused on the VCT utilization among high school learners, the current study focused on the utilization of career counselling services among respondents in institutions of higher learning, hence the desire to fill the knowledge gap.

The researcher noted that the study on VCT was purely to provide a basis for understanding the relationship between attitudes and uptake of services. This is an attempt to establish influences of the effects of uptake between career counselling and personal counselling as noted by (Richardson, 1996; Westergaard, 2012).

2.3.2.1 Uptake of Career Counselling Services in Terms of Frequency of Utilization.

Uptake of career counselling services were determined by two factors, which were: in terms frequency of utilization and perceived usefulness of the career counselling

services. In search of literature, particularly on career counselling in terms of frequency of utilization, the researcher noted few studies focusing on frequency of utilization and hence examined some studies that would provide an explanation regarding utilization of services.

Palo and Drobot (2010) examined the effect of family inspiration on the career choices and utilization of young adults at West University of Timisoara in Romania. The pilot study sought to identify some variables from the family environment, which had an influence on adolescent careers in a sample of 60 pupils using a simple questionnaire. Results showed lecturers and school-family-community partnership influencing uptake on career selections. Persons had lower probability of consuming career-counselling programs if they predicted they would face undesirable responses from their relatives, communities, and acquaintances. The population and data procedures of the study differed as the study was conducted among adolescents. The present investigation sought to cover this research gap by examining university students who were young adults.

Robertson (2013) conducted a study in Pakistan that emphasized the importance of Career Guidance and Counselling (CGC) for the smooth career development of undergraduate students. Although the study did not extensively explore this area of research, it aimed to examine the CGC needs of undergraduates and the services they utilized. The findings indicated that undergraduates required assistance in areas such as self-awareness, career direction, decision-making skills, information and guidance, emotional management, job search skills, and practical exposure. While some CGC services, such as one-to-one sessions, job fairs, and career seminars, were available, they were rarely utilized by undergraduates. This finding underscored the need for

increased utilization of career services by students. The current study holds potential implications for both students and career service providers, providing insights into utilization, assessment, planning, and implementation of career services in developing countries. Additionally, it highlights the need for future research in the field of CGC. The current study focused specifically on university students in the local context, taking into consideration the unique environments they navigate.

Robertson (2013) conducted a study on the well-being outcomes of guidance and counselling in the UK. The study examined the potential efforts for career guidance to influence the wellbeing, yet had not received attention. The research presumed that there were conceptual and empirical reasons for positive impacts although the study lacked evidence to the allegation. The study further presumed that career guidance had commonalities with therapeutic counselling signifying comparable effects, which supports positive engagement in work and education, which are associated with health outcomes. The career counselling literature has attempted to point towards the commonalities between career counselling and personal therapy, which appears to have a fluid margin between the two events. (Richardson, 1996; Westergaard, 2012). There are implications for the current study in reconciling the two aspects of career counselling and therapeutic counselling hence the current study.

Nyutu (2020) conducted a study to assess the effectiveness of counselling services on the academic performance and retention rate of undergraduate students in selected universities in Kenya. The study revealed that the uptake of counselling services among undergraduate university students was low, and there was limited information available on the reasons behind this low frequency of utilization. The current study

aimed to fill this research gap by specifically examining the uptake of career counselling services among university students.

Achungo (2004) conducted a study in Kakamega district, Kenya, to assess students' access to career guidance and counselling services in secondary schools. The study aimed to determine the importance of career guidance and counselling for students and evaluate the effectiveness of career teachers in guiding students. The survey design was used in the study. The findings revealed that the provision of career guidance and counselling services was hindered by the negative attitudes of teachers, their lack of information and skills in career guidance. In contrast, the current study addressed the research gap by focusing on students' attitudes towards career counselling rather than examining the perspectives of teachers.

Locally in Kenya, Kiriimi (2011) recognised that negative student attitudes towards seeking counselling help essentially led to decreased uptake of counselling services. Other studies on the determinants of guidance and counselling found lack of facilities affecting the delivery of counselling services in Kenya (Ruto et al., 2017). This finding established ineffective procedures in changing student's behaviour to seek services as causing low self-esteem, negative attitudes towards counselling in universities. Negative attitudes might be credited as influencers of not seeking counselling help. The current study would look at public and private universities.

2.3.2.2. Uptake of Career Counselling Services in Terms of Perceived Usefulness.

Further uptake was measured in terms of perceived usefulness of the career counselling services. Perceived usefulness is generally an individual student's perception of how career counselling services could be useful to them and develop

their career competence. Davis (1986) defined perceived usefulness as a subjective perception of consumers if they believe that using certain skills can increase performance. It will inform us if students recognize career services as able to increase their career capabilities.

Crişan (2017) conducted a study to examine students' perceptions of career counselling programs and their alignment with their counselling needs. The research utilized a correlational research design and included a population of 257 students aged between 19 and 21. The study aimed to investigate how career counselling activities, such as professional counselling, internships, and simulated enterprise, provided additional opportunities for students majoring in public administration, communication, public relations, and advertising to find employment. The findings indicated that the career counselling activities effectively met the expectations of the students. Additionally, the study identified gender differences in the students' perception of the career counselling program. There were differences in the study design in that Crişan (2017) utilized constative and correlational design; the current study used mixed methods with a correlational research design.

Vogel et al. (2007) conducted a study at Iowa State University in the USA, proposing that the fear of stigma was a prominent factor contributing to individuals' avoidance of psychotherapy. The research highlighted that individuals experienced heightened anxiety when considering how their peers would react. To measure perceptions of stigmatization, Vogel et al. (2007) developed the Perceptions of Stigmatization by Others for Seeking Help (PSOSH) scale, utilizing five different samples. From a sample of 985 respondents, the researchers selected five items for the PSOSH scale. Perception of services was presumed essential and was likely to highlight f student's

usage of services or not. The study established the relationships between public stigma toward counselling and self-stigma, were similar to those in previous samples. The current study however, constituted a different sample leading to population differences between studies in American and Kenya.

Findings by Mutie and Ndambuki (1999) noted that the youth utilized formal therapeutic services like career programmes and other informal support such as family member's teachers and role models when they faced work related challenges. This is because these services were perceived to be useful. However, the limitation of studies and investigation in this area of focus is unfortunate particularly in Kenya. Therefore, investigations in those comparable areas of career uptake of such services might complement research knowledge of the career counselling.

The researcher equally noted the dearth of literature in the area of uptake in terms of perceived usefulness, as similar findings were limited. Due to limited information on uptake of career counselling services, other areas such as guidance and counselling were reviewed in order to enrich the uptake question in the in terms of usefulness of the services in universities. This was compelled in an attempt to comprehend further, factors on uptake that might be related to perceived usefulness in the current study.

Kanus (2018) investigated the perception of learners regarding the influence of guidance and counselling programs on their educational development in specific high schools in Keiyo sub-county. The study recognized the evolving needs of secondary school students, emphasizing the importance of upgrading counselling services to meet these changing needs. Employing a mixed-method study design and an ex-post-facto causal comparative approach, Kanus examined the impact of guidance and

counselling programs on educational changes in high schools. The findings of Vogel et al. (2007) conducted a study at Iowa State University in the USA, proposing that the fear of stigma was a prominent factor contributing to individuals' avoidance of psychotherapy. The research highlighted that individuals experienced heightened anxiety when considering how their peers would react. To measure perceptions of stigmatization, Vogel et al. (2007) developed the Perceptions of Stigmatization by Others for Seeking Help (PSOSH) scale, utilizing five different samples. From a sample of 985 respondents, the researchers selected five items for the PSOSH scale. The study revealed significant variations in learners' opinions regarding this impact. To address the challenges and shortcomings in the implementation of guidance and counselling services, the study recommended measures such as reducing the teacher counsellor workload to allocate more time for students' academic and personal lives. It is worth noting that Kanus' study focused on secondary schools, while the present study focuses on the university student population.

Kiptala and Kipruto (2021) in a recent study examined students' opinion of the influence of guidance and counselling services in Baringo County. The investigation was grounded on the self-perception approach using the qualitative research method. The results indicated that learners viewed guidance and counselling facilities positively and that they had contributed considerably to their educational success. The study however, recommended the necessity to further establish and improve guidance and counselling in the county. The sample for this study cannot be generalised to the current study as it was composed of only students from secondary schools in Baringo County, while the current sample comprised of universities.

2.3.3 Relationship between Attitudes towards Career Counselling and Uptake of Career Counselling Services

Theorists have noted a likelihood of a relationship between attitudes and uptake of career counselling services, yet research in this area appears to be scarce, hence the need to interrogate data on the relationship between attitudes and uptake of several health seeking services, since few studies were found on attitudes and uptake of career counselling services.

Charles et al. (2009) conducted an assessment of the acceptance and utilization of voluntary counselling and testing (VCT) among healthcare professional students in the Kilimanjaro region of Tanzania. The study aimed to evaluate the level of acceptance and actual uptake of VCT among young healthcare professional students enrolled at KCM College of Tumaini University. Using a cross-sectional study design, the researchers administered a structured questionnaire to a population of 309 students aged 18 to 25 years. The findings indicated that all participants were aware of the benefits of VCT. Furthermore, the study revealed that the students had a high level of awareness of VCT services and were willing to undergo testing; however, the actual uptake of VCT was low. In contrast, the present study utilized a correlational design and employed questionnaires to investigate relevant factors.

The study therefore recommended training on VCT needs included in the teaching curricula. Further, emphasis was on the benefits of VCT uptake. The current study hopes to fill the gap by establishing the uptake of career counselling services. While Charles et al. (2009) study was limited to only members of the health profession on consumption of VCT, the current study filled this gap by examining the utilization of career counselling among undergraduates in the institutions of higher learning.

Wanjau et al. (2018) examined causes of students' consumption of reproductive health services by targeting dangerous sexual behaviour in Kenyatta University by evaluating learners' information, perception, and practices concerning utilization of reproductive health services. Student attitudes to abstinence until marriage and attitudes to condom use were factors under consideration. The study also concluded that attitude towards service provision affected the utilization of reproductive health facilities among learners. The study recommended the use of social networks, growing the number of career counsellors, and providing information during student admission or orientation. While the study examined students' utilization of reproductive health services, the current study focussed on uptake of career counselling services. The current study filled this gap by getting response from learners on consumption of career

Nyutu (2020) conducted a research project to examine the impact of counselling services on the academic performance and retention rate of undergraduate students in specific universities in Kenya. The study aimed to assess the effectiveness of counselling services in enhancing the academic achievements and retention of undergraduate students in Kenyan universities. To investigate this, the study applied the factor and self-determination theories to a sample of first-year undergraduate students enrolled in two public universities in Kenya.

A sample size of 104 students and 6 counsellors was obtained through the use of Simple Random sampling. The data collection methods employed in the study included observation, questionnaires, and focus group discussions. The findings of the study indicated that the counselling services provided in the two selected universities were in a favorable state. This was supported by the availability of adequate

counselling rooms, sufficient basic facilities, appropriate location, and easy accessibility to counselling services. Based on the study's results, a recommendation was made to integrate psycho-education into the counselling programme. It is worth noting that the study focused on first-year undergraduate students in two public universities in Kenya and utilized the factor and self-determination theories. In contrast, the current study aimed to bridge this gap by incorporating Krumboltz and Bandura's theories and targeting fourth-year undergraduate students from both public and private universities.

2.3.3.1 Relationship between Attitudes towards Career Counselling and Uptake in Terms of Frequency of Utilization

It is probable that there might be a correlation between attitudes towards career counselling and uptake in terms of perceived usefulness of career counselling services.

Studies from developed countries such as Ludwikowski et al. (2009) in the United States of America, and Al-Darmaki (2011) in the United Arab Emirates revealed a positive correlation between attitudes towards career counselling services and use of career services. The current study however seeks to establish the relationship between attitudes towards career counselling uptake in terms of frequency of utilization in Nairobi City County. The samples and localities are different hence the results might not be related.

Ludwikowski et al. (2009) study further noted that public and personal stigma were interrelated to self-stigma, which were further associated with perceptions on going for career counselling. The current study was not studying issues such as stigma;

instead, the study focussed on uptake of career counselling, however, according to Ludwikowski et al. (2009) prevailing approaches of help seeking could essentially be expanded to incorporate career counselling. The findings supplement previous studies on over-all help-seeking procedures by suggesting that if people's confidence in career programmes causes humiliation associated with its use, similarly they are likely to underutilize the services. Nevertheless, the population in the United States of America cannot be generalised to the Kenyan context.

Vogel et al. (2007) conducted a study on Perceived Public Stigma and the Willingness to Seek Counselling: The Mediating Roles of Self-Stigma and Attitudes towards Counselling at Iowa State University in the USA. The findings further revealed that personal stigma and perception mediates the connection between apparent communal stigma, and preparedness to seek counselling. The study examined the students in the USA and therefore the population and procedures differed hence results cannot be generalized to the Kenyan context.

Harry et al. (2018) noted a likelihood of misinformation by career counsellors in South Africa and concluded that this is likely to impede the uptake of career services. Similar sentiments were shared by Owusu and Poku (2012) who noted that Nigerian students had received wrong information regarding career choices. Also, some studies noted that in Africa, career-counselling services were scarce in several institutions of higher learning (Drape et al., 2018). These sentiments could lead to negative attitudes towards career counselling programmes and consequently to a low uptake in terms of frequency of utilization of career services, hence the need to fill the gap in the current study.

At the local level, Ogutu and Muango (2012) examined the usefulness of guidance and counselling programs in public higher education facilities in Kenya and collected data at the Masinde Muliro University of Science and technology. The study outcome showed that guidance and counselling programs at the university were proficient among undergraduates who consumed them. The researchers suggested that the guidance and counselling sections of the institution to emphasize more on psychosocial wellbeing and economic problems facing the university students. The sample for this study cannot be generalised to the current study as it was composed of only one university, while the current sample comprised of public and private institutions of higher education.

According to Watts (2009), if students depicted negative attitudes towards career counselling, they were unlikely to uptake the services. This finding might be applicable to the current study finding regarding some of the reasons why students were not able to consuming the career services, even when provided by the institutions. For instance, previous findings such as Watts (2009) noted that if student had depicted negative attitudes towards career counselling services, they were unlikely to uptake the services.

Harry et al. (2018) reinforced the finding regarding universities in South Africa, and Perhaps this might be why Owusu and Poku (2012) argued that Nigerian students received wrong information regarding career choices. Such sentiments were likely to induce negative attitudes towards career counselling services and subsequently cause low uptake of career counselling services.

Additional studies approve of a possibility that both career counselling and personal counselling affect students through depression, low self-confidence, and stigma associated with inability to make career decisions, as both types of counselling involve self-disclosure of a problem that contributes to the role of attitudes about using career counselling. There are certain factors that influence uptake of career services such as indecision on career paths (Major & O'Brien, 2005) igniting shame as a sign of lack of intelligence and thus anticipating negative reactions from others (Twumasi et al. 2018).

The researcher noted that scarcity of literature in the area of uptake of career counselling particularly in Kenya prompted studies on uptake of other health services. For instance, Wanjau et al. (2018) studied contributing factors to students' uptake of reproductive health programs targeting dangerous sexual behaviours. Study results revealed that only 44.4% of the respondents had utilized the available reproductive health services.

The study established that learners' involvement in dangerous sexual activities and their perception towards service delivery affected the utilization of reproductive health services while learners' social demographic features and consciousness of dangerous sexual activities did not affect the consumption of reproductive health services. The outcome indicates a likelihood of a relationship between attitude towards reproductive health services and their uptake. However, the present investigation pursues to establish the connection between attitudes and uptake of career counselling services.

2.3.3.2-Relationship between Attitudes towards Career Counselling and Uptake in Terms of Perceived Usefulness

Further, the relationship between attitudes and uptake was measured in terms of perceived usefulness with a probable correlation between the variables.

As previously noted by Ludwikowski et al. (2009) that there was a positive correlation between attitude and uptake of career counselling services in the USA, with public and personal stigmas interrelated to self-stigma associated with attitudes toward seeking career counselling. In this study the researcher assumes that respondent's perception of career counselling usefulness could make students value career counselling and therefore, present positive attitude towards services

Al-Rowaie (2001) did an investigation on predictors of attitudes towards seeking formal counselling services among Kuwait university learners in Asia. The results showed that students had less favourable attitudes toward usefulness of seeking professional psychological assistance. Participants who had gone through previous counselling had high positive view on going for counselling than their counter parts. This finding cannot be generalized to the Kenyan context because the current study seeks to examine career counselling while Al-Rowaie (2001) examined formal counselling.

Al-Darmaki's (2012) conducted a study on the association between attitudes towards career professional programs and use of career services used 956 university learners from United Arab Emirates (UAE). Perception toward occupational Counselling Scale (Rochlen et al., 1999) was adjusted to Arabic language. The outcome discovered two aspects: value and stigma. There were increased rates of stigma and reduced value of

usefulness of career counselling. Although the study used the same attitude scale, results cannot be generalised to the Kenyan context due to the different population.

In Kenya, studies by Obura and Ajowi (2012) examined learners' opinions of occupational ambitions in high schools in Kenya. The outcome of the investigation showed a discrepancy in occupation ambitions of high school learners in Kisumu Municipality. The study noted that registration in programs resulting to certain careers like engineering, architecture and technology were not valued by female students, hence they did not portray a positive attitude towards them. The population of the study was secondary school pupils while the current study sought to examine university student's attitudes in Nairobi City County.

In the Kenyan context, Karimi et al. (2014) investigated the assessment of counselling needs among learners, counsellors and peer counsellors of Chuka University in Kenya. The study comprised of a sample of 487 respondents from six universities in Kenya. The study results showed that learners in Kenyan universities experienced categories of needs and, therefore, suggested that universities ought to do needs assessments continually to transform counselling programs that were perceived to be in line with the learner's desires. Although the studies were in Kenya, the current finding hopes to examine the perceived usefulness of career counselling of fourth year university students.

Local studies conducted by Nyaga et al. (2014) on guidance and counselling programs on growth of learners' academic competency, an investigation in governmental and private facilities of higher education in Kenya, established significant differences in the success of guidance and counselling programs on growth of learners' academic

competency. The findings showed that learners in private facilities had better progression in the academic capability compared to their counter parts in governmental institutions. The current study however, sought to understand differences in attitude of the of final year students. Although the current study found that students had a positive attitude towards career counselling, there was need to find the differences on type of university in terms of public and private.

Kamunyu et al. (2016) study that examined reasons why learners in the institutions of higher learning do not utilize career counselling programs in Kenyan universities. The study revealed concerns to do with the gender of counsellors, social mistrust in the counselling, low self-esteem, and locality of the counselling facilities. The study recommended gender-sensitivity among counsellors and increased positive attitudes in the counselling platform. The current study hoped to fill the gap by examining students perceived usefulness.

Kenyan studies by Gacohi et al. (2017) examined the impact of career information on the selection of degree course government and self- sponsored undergraduates in governmental institutions of higher education. The investigation employed the post facto design and a sample of 500 students. The outcome of the inquiry showed that career knowledge had a great impact on the selection of degree programs learners' uptake in the governmental facilities of higher learning. This study examined students in public universities only; however, the current study seeks to fill the knowledge gap by examining programmes from public and private universities.

Gacohi et al. (2017) further in their findings established that delivery of career information was a substantial aspect in persuading attitudes and perceptions towards

degree programs of learners in governmental institutions of higher learning. The research suggested the development of functional adequate career information resource centres that enable career growth among learners. The researchers additionally recommended the preparation and training of counselling therapists for schools. This finding may inform the current study by providing information that may determine uptake and usefulness of all university programmes through career counselling.

The reviewed literature has provided lessons on additional help seeking attitudes, reproductive health services or VCT uptake which gives the current study a foundation for understanding uptake in different scopes. These studies have established that relationships exist between attitude and uptake of services, however, very few similar studies have been conducted in Kenya hence the need to fill the gap.

2.4 Strategies to Promote Positive Attitudes in Order to Increase Uptake of Career Counselling Services.

It was necessary to include the objective on strategies in the current study because the strategies would be significant since they were indicating tangible actions that were provided by the respondents and not merely suggestions for the study. It was also necessary to specify that the strategies presented were viable in the current study. Finally, the researcher is of the opinion that including the strategies was an excellent approach in which evidence-based interventions might be incorporated in the career counselling practice. The study established several interventions that might be used to enhance attitudes in order to increase uptake of career counselling service among students. Various interventions in support of career counselling programmes were recognized from different studies. This is since career counselling programmes in

universities are constantly encountered with challenges that are economic, social and emotional. Hence, they all influence student's attitudes towards the university services, and consequently on the uptake of the services.

A study conducted by Vogel et al. (2007) examined psychological factors that hinder help seeking habits among university students and established that although there were opportunities to seek help, few students utilized the services due to humiliation by peers. This called for clear guidance on psycho education to enhance confidence and attitude change by counsellors. A similar study was done by Kamunyu et al. (2016) who examined reasons why students in the institutions of higher learning do not utilize career counselling programs in Kenyan universities, the study established social mistrust in counselling, low self-esteem, gender of counsellors and location of counselling centre among others. Despite the findings of the previous studies, they do not clarify factors that inhibit the uptake of career counselling services among students in universities.

Further studies were done on the effect of career counselling interventions incorporating different populations, settings and modalities. Studies in support of interventions in this area comprise Ghovjand (2013), whose study examined the significance of career counselling on improving individuals' occupational self-efficacy, where learners believed in their capability to display behaviours that produced positive accomplishments (Bandura, 1977). This was in an attempt to show confidence in their ability for inspiration and staying in control of their environment.

The goal of this study was to establish the consequence of work-related counselling among university students. Findings showed that participation in career counselling

services improved students' self-efficacy. Based on the above findings it was noted that educational experiences played an important role in enriching students' academic development. Although the study was an intervention from career counselling practice, using a similar theory it examined self-efficacy, which was not in the scope of the current study. The current study focused on attitude factors in career counselling.

Mtemeri (2017) used the Krumboltz and Mitchell (1996) theory in a study on factors influencing decisions on career selection among high school students in Midlands Province, Zimbabwe and University of South Africa, Pretoria. The study showed that work related choices in schools had an impact on high school learners' career selection and hence his findings were in support of the theory as the findings further revealed that career fairs and peer advice greatly encouraged the students. The current study is in support of the theory, although the current study concentrated on university students while Mtemeri (2017) focussed on high school students in South Africa.

In the area of career counsellors, the current study noted that university career counsellors enhanced student's attitudes towards career counselling services through learning experiences by initiating strategies like reinforcements, role modelling, and simulation to guide students and thus enrich career development as directed by Krumboltz and Mitchell (1996). Wide ranges of strategies to enhance attitudes and promote uptake of career counselling services might be enhanced. The interventions generally used in several institutions include role modelling and simulations in guidance and counselling services, career fairs and internships.

Argyropoulou (2021) in a study examined the Sustainable Career Development as a New Challenge in Career Counselling in the Modern Era. This study was done at the university of Athens in Greece. The study sought to account the prominence of providing career counselling to manage individual's personal and professional growth and development in a sustainable approach. The study anticipated to provide a Sustainable Career Development Scale in an effort to drive forward a number of implications for career interventions in the current era.

The findings of the study established that sustainable career development was a new challenge in career counselling in the present age that marked an innovative agenda of primary prevention, which empowers people's capacity to use their personal resources and strengths in careers. The study further noted that these personal resources could lead to psychological well-being (Argyropoulou & Mouratoglou, 2021).

In addition, career development was established to have a role in the science of counselling and career guidance. This is because the science of counselling and career guidance appeared to provide views on key prevention strategies and growth of individual's personal strengths throughout the lifespan (Argyropoulou, 2021). Hence, the study did not provide the personal resources needed by students that would empower them in career counselling.

The study further noted that work was an essential psychological task in the lives of people as it could contribute to the accomplishment of individual needs and hence, function as a link between the individuals and society, while providing sustainable growth and development. This finding brings new meaning to work particularly in the current era, where the youth may not be clear on the psychological impacts of work.

Meaning in work might be an important aspect among the students in the current study. If students do not find services important to them, they are unlikely to consume them, that is why in Kenya, a study by Kirimi (2011) recognized that students with negative attitudes towards seeking counselling help had decreased uptake of counselling services. Therefore, the findings of the study regarding sustainable career development might deliver a favourable structure for assisting young people and adults in the current study to effectively deal with life and careers simultaneously and therefore be able to realise personal well-being even when facing uncertainties.

The literature reviewed however, did not provide strategies to enhance attitudes for students in Nairobi City County, among them were: continuous career counselling, compulsory career counselling, counselling before joining universities, professionalize career counselling, Diversification of career promotion approaches, make career counselling a learning unit, Provision of well-equipped and staffed career centres, and mentorship programmes among others. Consequently, this study endeavoured to bridge this gap.

2.5 Summary of Literature Review.

The reviewed literature revealed that attitudes towards career counselling has been received with attention by researchers. Research efforts on attitudes have focused on career counselling in the western world and other health seeking services, while regionally more emphasis was on guidance and regionally on counselling in high schools. However, it has been observed in literature that there was insufficient data on attitudes towards career counselling in the Kenyan universities.

There is need for research on attitudes among university students, hence the current study sought to fill the gap.

Data on uptake of career counselling services in the reviewed literature revealed that uptake studies were conflicting, since the focus was mainly on counselling services and in other health seeking services such as HIV. There were differences in the population and environments the research was applied. This research hopes to provide data on uptake of career counselling concluded by the use of a local sample

The relationship between attitudes and uptake of career counselling services might be critical in the employment outcomes of university student's careers. Although there were some relationships observed, the reviewed studies were conflicting as the findings were mainly from other health seeking services due to insufficient data on uptake of career counselling services. Data reviewed revealed low uptake of counselling services. This research hopes to provide data on the relationship between attitudes and uptake among students in universities by use of the local sample.

Some literature was available on the strategies to enhance attitudes; however, they did not address the challenges facing students in the Kenyan context. There are several strategies that can be used to enhance attitudes towards career counselling, these include: Psychoeducation, increase career counsellors, continuous career counselling, empowerment and mentorship programmes. Concerning theoretical review, the study reviewed two theories. Krumboltz and Mitchell (1996) Social Learning Theory of Career decision-making and The Social Learning Theory of Bandura (1977). Based on Krumboltz and Mitchell (1996) the study established that that several attitudinal factors influenced career-counselling decisions, while The Social Learning Theory of

Bandura (1977), shed more light on modelling, imitation and positive reinforcement as important processes in learning.

It was apparent from the reviewed literature that majority of the studies focussing on career counselling hardly originated from the region including the theories that supported the study. Most of the studies were from the developed countries with a few from Africa, hence the generalization of the findings might be impossible due to differences in perspectives, ethnicity and cultural factors. The current study was therefore intended to establish the relationship factors related to attitudes and uptake of university students in Nairobi City County

2.6 Conceptual Framework

The conceptual framework of the research offers a diagrammatical illustration of the interaction of the study variables.

Figure 2.1 Illustrates the conceptual framework for the variables under study. As seen in the figure below, based on the literature reviewed, it is assumed that attitudes towards career counselling is a predictor of uptake of career counselling services. It is further hypothesized that attitudes and uptake might be correlated owing to the demographic variables such as were gender, age, programme (Course of study) and type of university (public versus private). Hence, it was inferred that there was need to control for the effects of the variables as we test the relationship between attitudes and uptake of career counselling services.

The dependent variable was uptake of career counselling services. This variable was measured by the action of utilizing or making use of career counselling services indicated by frequency of utilization and perceived usefulness of the career

counselling services. Uptake of career counselling services was classified either as high, neutral or low uptake. The intervening variables were gender, age, programme (Course of study) and type of university (public versus private) these were assumed as probable factors that could change the strength and direction of the relationship. As shown, the study proposes that affective, cognitive and behavioural components towards career counselling has an implication on utilization of career counselling services and perceived usefulness of career counselling services.

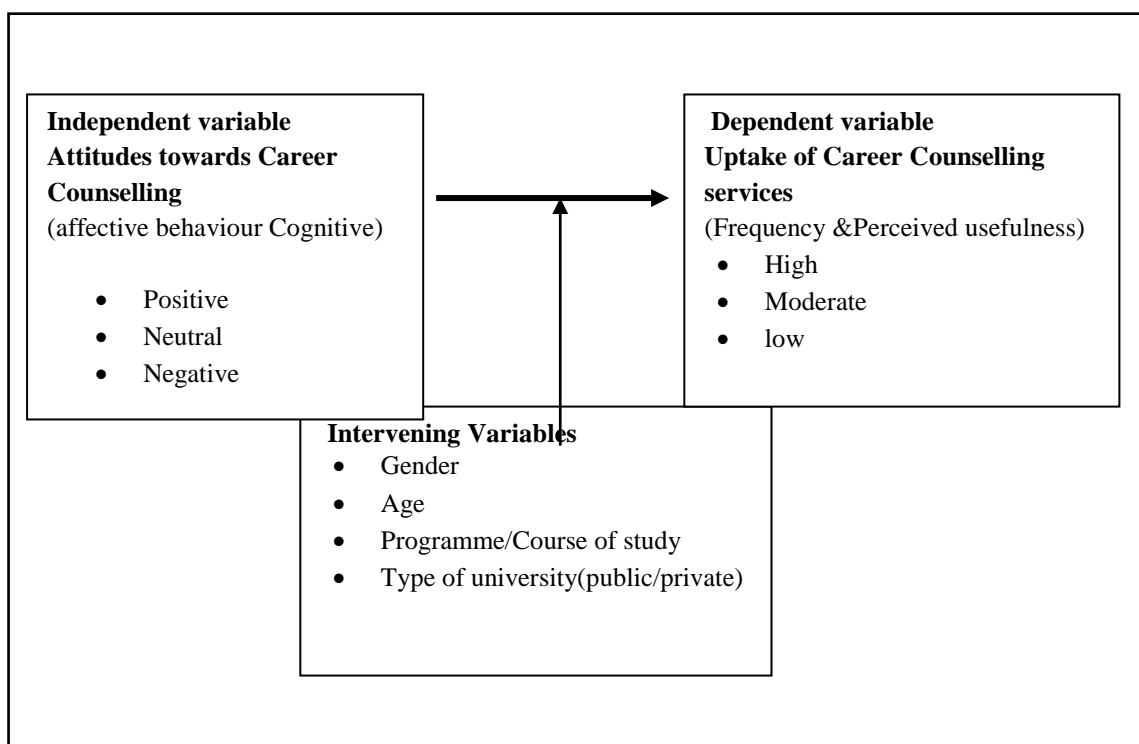


Figure 2.1: Relationship between Attitude and Uptake of Career Counselling

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.

The chapter contains the methodology on the study to establish the relationship between attitudes towards career counselling and uptake of career-counselling services among students in universities in Nairobi City County. This section provides a description of the research design, population, and sample size, sampling procedures, methods of data collection, data presentation, data analysis and ethical considerations. These were considered before starting the actual study.

3.2 Research Design

The study employed a correlational research design which sought to establish the relationship between two measured variables, which were attitudes towards career counselling, and uptake of career counselling services. Correlational, research design was considered appropriate because it can show the strength and direction of relationships between two measured variables (Mugenda & Mugenda, 2008). For triangulation purposes, qualitative approach was also adopted to obtain additional data on each of the two variables for more in-depth understanding of each of these variables.

3.3 Study Variables

The study variables were attitudes towards career counselling and uptake of career counselling services. Attitudes towards career counselling which was the independent variable, which was the general evaluative dispositions towards services, person's objects or facilities that are generally positive, neutral or negative with affective, cognitive and behavioral components. The dependent variable was uptake of career

counselling services which was indicated by frequency of utilization and by perceived usefulness of the career counselling services, it was measured in terms of high, moderate and low levels. Frequency of utilization was conceptualized as the rate at which university students consumed career counselling services, while perceived usefulness was conceptualized as the degree to which university students believed that consuming career counselling services would enhance their career skills. The intervening variables of the study were age, gender, course of study and type of university (Public versus private).

The variables are summarized in Table 3.1

Table 3.1
Study Variables

Variable	Type	scale of measurement
Attitude	Independent variable	Interval scale
Uptake	Dependent variable	Ratio
Gender	Intervening	Nominal
Age	Intervening	Normal
Course of study	Intervening	Nominal
Type of university	Intervening	Nominal

3.4 Site of the Study

The study was conducted in Nairobi City County. This County was considered suitable due to its cosmopolitan and densely populated location with many universities. The County was purposively chosen because it has diverse public and private universities represented and also has some of the oldest universities in terms of establishment in the county. Further it was expected that Nairobi County would incorporate different cultures and races who have diverse social, economic demographics.

3.5 Target Population

The study targeted fourth year university students and career counsellors in selected public and private chartered universities in Nairobi City County. Fourth year students were purposively selected for this study because at their level, they were expected to have made some decisions around their career paths and were likely to have interacted with career counsellors during their studies for more than three years. The total population of the fourth-year undergraduate students in the four universities at the time of research was approximately 4,835. This figure was derived from the Registrar's Academic offices of the respective universities by 2019.

In addition, career counsellors drawn from each of the four universities participated in the study. Career counsellors in the selected universities were preferred because they closely interacted with students on regular basis. They were also in charge of career programmes and provided career services to students.

Table 3.2 illustrates the target population of the respondents.

Table 3. 2
Target Population

University	4th Year students	Career counsellors
Public University 1	2,250	1
Public University 2	775	1
Private University 1	1,260	1
Private University 2	550	1
Total	4,835	4

3.6 Sample Size and Sampling Techniques

According to Taherdoost (2017) and Kothari (2013), a sample is a representation of the population and has the advantage of saving on the cost and time of conducting a

study. Universities in Nairobi City County were first stratified into two categories: public and private chartered universities. Using the list of public and private universities as the sampling frame, simple random sampling approach was then applied to select two universities from each category. Consideration was given to one large and one small public university and one large and one small private university. In total, four universities were selected (two public and two private) from the list of universities.

The universities were further stratified into Schools and two Schools from each university were purposively selected to cater for a diverse representation of students in various disciplines. Purposive sampling was used to select fourth year students because it was assumed that having spent considerable time in university, they were more likely to have utilized several career-counselling services compared to the rest of the students hence, could offer useful information.

Further, random sampling was used to draw the participating fourth year students from each School selected to ensure that all members of the selected School had an equal chance of being sampled.

In addition to the students, purposive sampling was applied to choose career counsellors for inclusion in the study as they were considered important because they closely interacted with learners during their work and were likely to have expert opinion regarding career counselling. One career counsellor was selected from each university for the study.

The sample size for the investigation was calculated through Slovin's (1960) formula. as follows:

Slovin's (1960):

$$n = \frac{N}{1+N(e)^2},$$

Where "n"- is the preferred sample size, 369

"N" – is the population size (in this case 4,835) and

"e" – is the margin of error (in this case 0.05) to establish the sample size of fourth-year scholars who took part in the investigation.

According to Israel (2013), Slovin's method is suitable in establishing the research sample size where the target (available) population to be investigated is finite (known). Hence, the representative size for the investigation was 369 fourth year undergraduate. The sample size to be drawn from each university was proportionately derived and is as shown in Table 3.3.

Table 3.3
Fourth Year Student target population and Sample Size

University	Target Population	Proportion	Sample
Public University 1	2,250	46.5	172
Public University 2	775	16.0	59
Private-University1	1,260	26.1	96
Private-University2	550	11.4	42
Total	4,835	100.0	369

Source: Respective universities registrar office, Academic Affairs Office (2019)

3.7 Research Instruments

Four instruments were used to collect data for the study namely; the Attitude towards Career Counselling Scale (ATCCS), uptake of Career Counselling Scale (UCCS), a focus group discussion guide for students and an Interview Guide for Career Counsellors. In addition to the four, was a short questionnaire on demographic

information which comprised of four segments the first part of the questionnaire collected data on respondent's personal characteristics while the next two sections comprised of two tools measuring the variables as per the study objectives, and the fourth section of the questionnaire was used to collect data on the respondent's recommended strategies to enhance attitudes towards career counselling. Each of the four is described in detail below

3.7.1 Attitude towards Career Counselling Scale (ATCCS) for Students.

The attitude towards career counselling scale (ATCCS) was an adapted version of items borrowed from Attitude towards Career Counselling developed by Rochlen et al. (1999).

The tool has acceptable validity and reliability having been used by Nam and In Park, (2015) on the Attitude towards Career Counselling Scale (ATCCS) Korean version and established to be adequate for measuring attitudes towards career counselling for Korean students. Similarly, AlMa'wali (2017) used the tool on Student Attitudes towards Career Counselling Services at Sultan Qaboos University in the Sultanate of Oman (Rochlen et al. 1999). ATCCS scale which was adapted to Arabic version with reliability scores of .83. and .70

The items of the attitude scale were adapted by picking what was relevant to the study to suit the local context and therefore did not use stigma. The scale comprised of 10 items covering the value of career counselling. Ratings were based on a 5-point Likert scale. Scale: 1 = disagree, 2 = somewhat disagree, 3 = somewhat agree, 4 = agree, and 5= strongly agree. Respondents were asked to express their honest opinion in rating the statements. The numeric scores were then divided into 3 levels based on the Likert

responses, where scores between 10-24 represented negative attitude, scores between 25-35 represented moderate attitude and scores between 36 -50 represented positive attitude towards career counselling.

3.7.2 Uptake of Career Counselling Scale (UCCS) for Students

UCCS was a researcher-constructed tool with the help of subject experts, which comprised of some items borrowed from different scales of measuring uptake of career counselling compiled in the Change-Inventory for Career Counselling – An Instrument for Measuring Counselling-Related Changes by Toggweiler and Kunzli (2020). The items were modified to suit the Kenyan context whose items measured the uptake of career counselling services. To ensure that validity was maintained, a pilot study was administered in one public and one private university that was purposively selected however, the results were not incorporated in the final sample to avoid contamination of findings. Reactions on the pilot study were used to make modifications on possible problematic areas in the tool. For instance, questions like, “What was the impact of uptake of career counselling” were removed to allow the respondents to answer the questions with ease.

The scale comprised of 10 items covering frequency of utilization and perceived usefulness of career counselling services. Hence, the scores were divided into 3 levels based on the Likert responses, where scores between 10-19 represented low frequency of utilization, scores between 20-29 represented moderate frequency of utilization and scores between 30-40 represented high frequency of utilization. This was measured by asking respondents to indicate the frequency in which they used career-counselling services and their perceived usefulness based on a provided list of examples of services offered at the university.

Questionnaires were preferred as the main data collection instrument for fourth-year students. According to Bourke et al. (2016), questionnaires are ideal because the method collects a lot of information within a short period and offers confidentiality. In addition, the research utilized both open and closed-ended enquiries in the questionnaires. Sekaran and Bougie (2011) indicate that well-thought-out queries have the advantage of soliciting more data from the limited space on the form.

3.7.3 Focus Group Discussion Guide for Students

To counter the effects of self-reports such as a probability of biasness, four focus groups each comprising ten participants were employed to gather in-depth qualitative data. Research assistants facilitated the selection of students to enhance representation through departments across the four universities. A schedule with open-ended questions was used to collect information in the FGDs. Focus group discussions were ideal since they provided an in-depth qualitative information on perceptions, attitudes and experiences of students regarding the studied topic. It was also perfect for group deliberations of themes through discussions hence, it was appropriate for further understanding (Cyr, 2019).

In each of the four universities, the focus group discussions were conducted at the students preferred locality. For meaningful discussions and for getting first-hand, face-to-face information the researcher probed further to seek more evidence and clarification by using direct and indirect questions. The themes in the focus group discussion guide included aspects of career counselling, perceived usefulness of career counselling services, frequency of use and ways of improving these services.

3.7.4 Interview Guide for Career Counsellors.

The interview guide for career counsellors was an investigator-constructed instrument that determined the status of career counselling services, the career counsellors' views regarding students' attitudes towards career counselling, the students' uptake of career counselling services, programmes offered by the universities, and challenges students experienced in regard to uptake of career counselling services. This allowed the career counsellors to express their opinions freely and provided well thought out responses. One career counsellor was also selected from each university since the career counsellors provided a variety of career services, they had views on the questions asked. This is because they had deeper understanding of career related concerns and were in position to provide strategies and execution on career matters for intervention.

3.8 Pilot Study

To check the appropriateness of the instruments, a pilot study was conducted among 16 students from two universities (private and public) in Nairobi City County with similar characteristics. According to Mugenda and Mugenda (2008), the number of respondents in the pilot investigation ought to be 1 to 10% of the study sample. Accordingly, eight (8) students were randomly sampled from each set. The two randomly sampled universities were excluded from the final sample. The feedback on the pilot study enabled the researcher to make the necessary alterations on the possible problem areas identified in the instruments. For instance, a question such as "what is your level of utilization" was altered to "what is your level of uptake" before the final administration of the instruments. This enhanced the validity and the reliability of the research instruments.

3.9 Validity and Reliability

The validity and reliability of the instruments were established as reported

3.9.1 Validity

The ability of a research instrument to measure what it is intended to measure, known as its validity, was emphasized by Mugenda and Mugenda (2008). In order to enhance the validity of the attitudes and uptake tools in the current study, efforts were made to ensure their relevance within the Kenyan context. Construct validity was enhanced by aligning the operationalization of the constructs, namely attitudes and uptake, with the definitions provided in existing theory and literature. The items included in the questionnaires were also reviewed by subject experts to ensure their relevance to the constructs as defined in the study. Content validity was strengthened by ensuring that the instrument comprehensively covered all aspects of the constructs examined in the study. Finally, face validity was established through the evaluation of the instrument by study experts, in accordance with the perspectives of Warren and Fraenkel (2000).

Attitude towards career counselling scale (ATCC) by Rochlen et al. (1999) is a standardized instrument that has acceptable validity and reliability score of .83 as noted by AlMa'wali (2017) who used the instrument on Student Attitudes towards Career Counselling Services at Sultan Qaboos University in the Sultanate of Oman adapted to Arabic Version. It was equally found reliable by Nam and In Park, (2015) on the Attitude towards Career Counselling Scale (ATCCS) Korean version.

The feedback on the pilot study were used to improve the instrument by making necessary alterations on problem areas recognised in the instrument. The validity of the uptake of career counselling scale was enhanced to make them relevant. For

example, a question that read ‘What is the level of utilization of career counselling services was altered to read ‘What is the level of uptake of career counselling services’’. This enhanced the validity of the research instrument since many studies were found to have used uptake and not utilization. Veal and Darcy (2014) asserted that validity is the extent to which information collected by the researcher truly reflects the phenomenon explored by measuring what it purports to measure, such as the appropriate indicators and accuracy of the result.

3.9.2 Reliability

Reliability refers to the extent to which a research instrument consistently produces the same results when used repeatedly and under similar conditions, as stated by Grinnell and Unrau (2010). In order to assess the reliability of the instruments used in the current study, the data collected from the pilot study was analyzed. The internal consistency of the items was determined using Cronbach's coefficient alpha method, which was deemed suitable for this study since it required only one administration of the test, as explained by Swerdlik and Cohen (2005). In this study, items were considered reliable if they yielded a reliability coefficient of 0.70 or higher, which is generally considered acceptable for achieving consistency levels, according to Fraenkel and Wallen (2000).

In this study, a reliability index of .790, .884 and .910 for attitude towards career counselling, frequency of utilization and perceived usefulness respectively were obtained and considered adequate as recommended by Warren and Fraenkel (2000). The instruments were therefore appropriate in accessing attitudes of university students in Nairobi City County.

3.10 Data Collection Procedures

The researcher obtained approval from the Graduate School and Ethics Review Committee of Kenyatta University and subsequently obtained a study permit from the National Council for Science Technology and Innovation (NACOSTI). Additionally, approval was sought from the universities in Nairobi City County where the study was conducted. The researcher visited the selected institutions to explain the purpose of the study and discuss the questionnaire administration process with both the students and the career counsellors. Research assistants were recruited and trained prior to data collection. Four research assistants, one from each of the four universities, were trained on the study's objectives, how to administer the research instruments, and ethical considerations in research. The researcher provided clarifications to the research assistants regarding any areas that needed further explanation before the actual administration of the instruments. Prior to distributing the questionnaires, the participants were briefed on the study's nature and the intended use of the results solely for research purposes. Confidentiality was assured, and informed consent was obtained from the respondents before their participation in the study. To maintain anonymity, respondents were not required to provide their names. The researcher, along with the trained research assistants, directly administered the questionnaires to the participants. Efforts were made to debrief the participants after completing the instruments to address any potential negative psychological effects of the assessment.

3.11 Data Analysis and Presentation

The collected data was analyzed using both descriptive and inferential statistics, utilizing the Statistical Package for Social Sciences (SPSS). Descriptive statistics,

such as means, percentages, and frequencies, were calculated to summarize the data, and the results were presented using tables, charts, and figures. Inferential statistics, specifically correlation and Chi-square tests, were employed. Pearson Product Moment Correlation Coefficient was used to determine the relationships between attitude and uptake variables since the collected data had an interval scale and exhibited a linear relationship. Chi-Square tests were used to examine the association between public and private universities. The qualitative data obtained from focus group discussions and interviews with career counsellors underwent content analysis. This involved transcribing the data, coding it, and analyzing it thematically based on the research objectives. The findings were presented in a narrative format.

3.12 Data Management and Ethical Considerations

In accordance with the principles of ethical research in social sciences, the researcher obtained necessary approvals and clearances. This included obtaining authorization from the Kenyatta University Ethical Review Committee and securing clearance from the Kenyatta University graduate school. A research permit was also obtained from the National Commission for Science, Technology, and Innovation (NACOSTI) before commencing the study. Prior to participation, the researcher provided a clear explanation of the study's purpose to the participants, allowing them to make an informed decision about their involvement. To ensure anonymity, participants were not required to provide their names on the questionnaires. Throughout the research process, strict measures were taken to maintain privacy and confidentiality of the data collected. Participants' names were not revealed in any of the research instruments. The data collected will be used solely for the purposes of this study and will be handled in a confidential manner. Upon completion of the study and presentation of

the findings, all questionnaires will be securely destroyed. The findings will be used solely for research purposes.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the findings and discussion of the study, which focused on examining the correlation between attitudes towards career counselling and the utilization of career counselling services among students in universities within Nairobi City County. The chapter starts by providing the demographic characteristics of the participants, followed by the presentation of the results related to the research objectives. The data analysis involved both quantitative and qualitative methods, and the chapter includes a detailed explanation of the descriptive and inferential statistical analyses conducted. The following objectives guided the study:

1. To establish attitudes towards career counselling among students in universities in Nairobi City County.
2. To establish the uptake of career counselling services among students in universities in Nairobi City County
3. To determine the relationship between attitudes towards career counselling and uptake of career counselling services among students in universities in Nairobi City County
4. To identify strategies to promote positive attitudes towards career counselling in order to increase uptake of career counselling services among students in universities in Nairobi City County.

The following hypothesis was tested in the study:

H₀ 1: There is no statistically significant relationship between attitudes towards career counselling and uptake of career counselling services among students in universities in Nairobi City County, Kenya.

4.2 Demographic Information

It was important to discuss the demographic information of the respondents in this study, before the presentation and discussion of the study findings. The demographic characteristics comprised of gender, age, programme/course of study, working status and type of university (public or private). This study sampled 369 undergraduate students. Out of the 369 respondents, 360 successfully responded to the questionnaire giving a response rate of 97.6% of the sample size, which is a representative sample for research in Social Sciences according to Saleh and Bista (2017). This study further targeted four career counsellors as key informants.

Demographic information was crucial in this study as it provided data on intervening variables that could impact on the relationship between attitude and uptake of career counselling services.

Table 4.1 contain findings on the demographic aspects of the sample, in terms of gender, age, course of study, working status and type of university (public versus private).

Table 4.1
Gender

Gender	Frequency	Percent
Male	150	41.7
Female	210	58.3
Total	360	100.0

Table 4.2
Demographic Characteristics of Respondents

Age Category (years)	Frequency	Percent
18-20	63	17.5
21-23	231	64.2
24-26	44	12.2
27-29	11	3.1
30 years and above	11	3.1
Total	360	100.0
Type of University	Frequency	Percent
Public Universities	214	59.4
Private Universities	146	40.6
Total	360	100.0
Programme/course of Study	Frequency	Percent
Bachelor of Education	86	23.9
Bachelor of Information and Technology	77	21.4
Bachelor of Business and Commerce	35	9.7
Bachelor of Arts	138	38.3
Bachelor of Science	10	2.8
Bachelor of Economics and Finance	14	3.9
Total	360	100.0
Working Status	Frequency	Percent
No response	10	2.8
Never worked before	176	48.9
Worked before but not working now	145	40.3
Currently working	29	8.1
Total	360	100.0

In terms of gender, Findings on Table 4.1 indicated that 58.3% of the respondents were females while 41.7% were males. The findings on gender established that there were slightly more females than male respondents in the study.

From the career counsellor population, the study targeted four career counsellors. In terms of age, the career counsellors were aged between 30 years to 45 years. All the career counsellors had above 3 years of experience and all the four had a master's degree as the highest qualification, while one career counsellor was pursuing a

doctorate degree. The career counsellors were therefore mature and skilled in providing relevant services to university students

The findings on age established that most participants (64.2%) were between the ages 21 to 23 years old, 17.5% between 18 to 20 years old, whereas 12.2% were aged between 24 to 26 years old. The results established that the age bracket of the majority of respondents was between the ranges of 21 to 23 years old. This was indicative of the age group of many undergraduate students in Kenya and internationally. Ginsburg et al. (1951) established that the typical stage for undergraduate learner's spans from mid-adolescence to young adulthood. They further noted that at this period, a majority of the respondents were expected to have made their career choices according to their aptitudes, skills and pursuing courses geared for employment.

On type of university, public universities had 59.4% of respondents, while private universities were 40.6%. The results established that majority of the respondents were from public universities. This difference may be due to the nature of public universities that admit more students according to the Joint Admissions Board (JAB) policy.

Data on the programme/course of study, established that 38.3% of the participants were pursuing Arts related courses, 23.9% were pursuing courses in education, while 21.4% were pursuing courses in the field of information and technology. The findings indicate that respondents preferred Bachelor of Education and Bachelor of Arts courses. This could be attributed to the preference of courses normally referred to as the helping professions as they involved working directly with people.

On the working status, 48.9% of participants had never worked before, 40.3% had worked before, but were not currently working, while 8.1% were currently working. This implies that many students joined university directly with no work experience in order to acquire an education. This finding is in line with United Nations Development programme UNDP (2015) that university education provides individuals with knowledge and competencies for employment opportunities. A number of respondents who had worked before joined university to gain more knowledge and skills for personal growth (Brewer & Jones, 2013).

4.3 Findings as per Study Objectives

This section reports findings on the study objectives:

4.3.1 Attitudes towards Career Counselling among students in Universities in Nairobi City County

This section presents findings on the first objective of the study that sought to establish the attitudes towards career counselling among students in universities in Nairobi City County. Data on attitudes towards career counselling was gathered from a set of 10 statements that required the respondents to indicate the degree to which they agreed or disagreed with the statements which were measured on a 5-point Likert scale. Scale: 1 = disagree, 2 = somewhat disagree, 3 = somewhat agree, 4 = agree, and 5= strongly agree. An individual's score was obtained from the total of the scores from the various items. The lowest possible score was 10(10x1) while the highest possible score was 50(10x5). The numeric scores were then categorized into 3 levels, where scores between 10-24 represented negative attitude, which represents (negative evaluations), scores between 25-35 represented neutral attitude (ambivalent) treated as

a compromise and scores between 36 -50 represented positive attitude, which represents (positive evaluations) towards career counselling.

Participants in the study provided the information on attitudes towards career counselling in universities in Nairobi City County.

Table 4.3 presents the respondents' responses on attitudes towards career counselling in the university

Table 4.3
Students Attitudes towards Career Counselling

Levels of Attitudes	Frequency	Percent
Negative Attitude	19	5.3
Neutral Attitude	82	22.8
Positive Attitude	259	71.9
Total	360	100.0

From Table 4.3, the results indicate that out of 360 respondents, (71.9%) had a positive attitude (favourable evaluations) towards career counselling, a further 22.8% have neutral attitudes, (ambivalent evaluations) while 5.3% had negative attitudes (unfavourable evaluations) towards career counselling. This study established that majority of respondents had positive attitudes towards career counselling and very few students presented with negative attitudes. This indicates that respondents displayed positive attitudes towards career counselling showing that students had favourable evaluations regarding the career programmes.

This indicates that overall, students had optimistic views towards career counselling. This is an indication that universities have observed the basic information that could facilitate career counselling programmes and contribute positively towards increasing

student's career development. This finding is consistent with Edet (2008) who established that attitudes towards guidance and counselling services in Cross River State in Calabar in Nigeria were significantly positive among students. A subsequent study by Archibong et al. (2010) on student's attitudes regarding career preparation, observed that career assessment process contributed positively towards attitudes towards career counselling.

These findings were collaborated by qualitative data as indicated as follows:

“Students generally have a positive attitude towards career counselling services because we receive feedback on how career counselling has assisted majority of our students. The response seems satisfactory to me”.

(Male career counsellor, public university)

“Our students have a positive attitude towards career counselling and the services we provide, however, a lot needs to be done to improve the programme”.

(Female career counsellor private university).

“The student's attitude is great when they receive calls from organisations for internships and other short employment after reference from our offices, however, some still think that those calls are for those who have better grades than themselves and so this is quite confusing.” *(Female career counsellor-private university)*

The disclosure is in line with by Oluremi, (2014) and Smith (2014) who found that counselling platforms eased students career related problems and improved their opinion towards counselling. This finding however, disagrees with Mutinda (2005) on learners' attitudes towards guidance and counselling programs secondary schools in Nairobi, whose study established undesirable opinion in seeking guidance and counselling indicating negative attitudes towards guidance and counselling. These negative attitudes towards career counselling involved student's expectations from

career counsellors, who were few in number. The current study similarly established few career counsellors. Although the current study found few career counsellors in comparison to the number of students, it appears that the services offered seem to be appreciated by the students in universities hence positive attitudes towards career counselling.

Data on attitudes towards career counselling were further analyzed descriptively using means and standard deviation. The summary of results is outlined on Table 4.4

Descriptive statistics for attitudes towards career counselling scores was done in order to establish the measure of attitude levels on average from the diverse responses given by the respondents as shown in Table 4.4.

Table 4.4
Descriptive Statistics for Students Attitudes towards Career Counselling scores

	N	Minimum	Maximum	Mean	Std. Deviation
Attitude	360	18	50	38.94	7.127
Valid N (listwise)	360				

As shown in table 4.4, the minimum score attained for attitudes towards career counselling was 18, whereas the maximum score attained was 50. The mean score attained was 38.94, indicating that on average; the respondents had a positive attitude towards career counselling. The standard deviation was 7.127, indicating that most of the respondents had scores distributed around the average or neutral and positive attitudes towards career counselling. Indicating that students perceived the career counselling services as able to support them achieve their career goals.

The findings therefore revealed that the student's attitudes towards career counselling in Nairobi City County was relatively positive. This finding is not in agreement with Ludwikowski et al. (2009) who established that 42% of the respondents had positive attitudes among students at Iowa University. The difference in finding could be attributed to the fact that the current study examined fourth year students, unlike Ludwikowski et al. (2009) introductory class implying that they were young and inexperienced. The fourth-year students who had been in the university for a longer period, could be more experienced in using career services and this may have enhanced their attitudes towards career counselling services.

This study however is in line with Al-Darmaki (2011) who studied needs and attitudes towards seeking professional career help among Emirate college students in the United Arab Emirates and established positive attitudes towards seeking professional help. Despite this similarity in finding, the studies were not similar in terms of population variables. Yet, subsequent studies by Heath et al. (2016) were inconsistent with the current study due undesirable help-seeking attitudes towards counselling by people in the UAE, where counselling was seen as the last option only sought when issues become very severe

4.3.1.1. Attitudes towards Career Counselling among students by Demographics

Data on attitudes towards career counselling was further analysed by demographics in Nairobi City County.

The findings on attitudes towards career counselling by gender are presented in the subsequent tables.

Table 4.5
Attitudes towards Career Counselling by Gender

Gender		Frequency	Percent
Male	Negative Attitude	10	6.7
	Neutral Attitude	37	24.7
	Positive Attitude	103	68.7
Total		150	100.0
Female	Negative Attitude	9	4.3
	Neutral Attitude	45	21.4
	Positive Attitude	156	74.3
Total		210	100.0

From table 4.5, 74.3% of female students had positive attitude towards career counselling, while 68.7% of the male students had a positive attitude towards career counselling.

Some writers for instance, Good and Mintz (1990), have provided theoretical explanations for gender differences in help-seeking attitude behaviours and established some characteristics associated with curiosity and successful engagement in counselling. The findings have recognized psychotherapy as being emotionally expressive and intimate as contrasted with the male values and cultural norms. The study further established that two thirds of all the clients seeking psychological help were females. This finding is in agreement with the current study that established positive attitudes towards career counselling by female students. This might be why men are likely to have fewer positive attitudes towards pursuing psychological support services and when they do so, it is to a lesser extent as compared to females (Addis & Mahalik, 2003).

Other Studies have identified that gender played a role in student's attitudes towards seeking help. For instance, Good and Del (1989) on the traditional male gender role

and help-seeking attitudes, examined 401 undergraduates, who filled in measures of help seeking attitudes questionnaire. The study established that concern about expressing emotion and affection were significantly related to negative attitudes towards seeking professional help by men. This finding is pertinent to the male attitudes towards career counselling, which is consistent to the current study that showed that female students had positive attitudes than their male counterparts.

This study found that more females display positive attitudes towards counselling, which is consistent with Rochlen and O'Brien (2002), that examined the relationship between male gender role conflict and attitudes towards career counselling interest in preference for different career counselling styles. The study was done at the University of Texas in the United States of America using the Holland model of strong interest inventory. Results established men preferred a more directive approach to career counselling over a more emotionally oriented approach.

This study found that gender seems to be a factor in attitudes towards career counselling, however, this study differed with Wotuku (2002) who examined the extent and effectiveness of students counselling resources among secondary students in Laikipia on gender difference and attitudes towards seeking psychological help on a sample of 400 and established that the problems students experienced was not related to the gender. The study appeared to be insinuating that gender was not a factor in determining students' attitude towards seeking guidance and counselling. This study is equally in disagreement with Good and Dell (1989) that gender did not play a role in difference in attitudes.

Despite the inconsistencies, the current study corroborated with several studies, such as Kamunyu et al. (2016) who established that attitudes towards counselling were influenced by gender differences, so was Friedlander (1982) on Differential attitudes of international students toward seeking professional psychological help and revealed the importance of gender on students' attitude towards counselling.

The findings on attitudes towards career counselling by age are presented in table 4.6.

Table 4.6:
Attitude towards Career Counselling by Age

Age	Attitude	Frequency	Percent
18-20	Negative Attitude	7	11.1
	Neutral Attitude	14	22.2
	Positive Attitude	42	66.7
	Total	63	100.0
21-23	Negative Attitude	10	4.3
	Neutral Attitude	54	23.4
	Positive Attitude	167	72.3
	Total	231	100.0
24-26	Negative Attitude	2	4.5
	Neutral Attitude	11	25.0
	Positive Attitude	31	70.5
	Total	44	100.0
27-29	Neutral Attitude	1	9.1
	Positive Attitude	10	90.9
	Total	11	100.0
30 years and above	Neutral Attitude	2	18.2
	Positive Attitude	9	81.8
	Total	11	100.0

From table 4.6, 90.9%, 81.8% and 72.3% of the students aged between 27 to 29 years, 30 years and above and 21 to 23 years old had positive attitudes towards career counselling. The findings indicate that the older the respondents in terms of age the positive the attitudes were.

Scholars have noted that age difference was likely to be connected to help seeking attitudes and therefore there are expectations about age and attitudes towards career counselling. The question is whether older people portray positive attitudes towards services than the younger. Literature on age and attitudes towards career counselling was reviewed by Twumasi et al. (2018) on a study on Systematic Review of Factors that Influence Youths Career Choices . The study established that age differences were important for self-concept concerning physical and mental growth. The self-concept includes personal experiences and environmental characteristics.

It appears that as an individual grows older, they are likely to see the world in a different lens as compared to when they were younger. Furthermore, age may influence people's motivations in very different ways. These factors according to Twumasi et al. (2018) influence people as they seek career services. This might be why Kunnen (2013) identified that a relatively stable self-concept should emerge in late adolescence. Ideally, at this period, age functions as a guide to career choice and adjustment at the ages of 17 to 24. This is the age where majority of adults are pursuing university education and hence able to explore and make clear career decisions (Kunnen, 2013). The finding is in agreement with current study, which established ages 21 to 23 as portraying positive attitudes, attributing that age seems to be a factor in attitudes towards career counselling. This finding is consistent with Koydemir-Özden and Erel (2010) who examined the Psychological help-seeking: role of socio-demographic variables on the help-seeking attitudes of university students in a Turkish university, and established that age was significantly associated with help-seeking attitudes.

Similarly, this study agrees with Türküm (2005) that age was significantly associated with help-seeking attitudes and that trait and factor theory by Maibach and Parrott (2015) were significant in the process of matching self to career, not by random, but on a cognitive and intellectual process based on certain calculated variables of individuals of relatively reasonable age. The current finding appears to indicate that the university students were at a relatively reasonable age to positively match their attitudes to suitable careers, although, those who needed help were relatively cognisant of their need and sought assistance from relevant offices.

This section sought to find out if there was any significant difference in attitudes towards career counselling services on programme/course of study.

The findings on attitudes towards career counselling by programme/course of study is presented in Table 4.7.

Table 4.7
Attitude towards Career Counselling by Programme/course of Study

Program	Attitude	Frequency	Percent
Bachelor of Education	Negative Attitude	8	9.3
	Neutral Attitude	16	18.6
	Positive Attitude	62	72.1
Total		86	100.0
Bachelor of Information and Technology	Negative Attitude	5	6.5
	Neutral Attitude	18	23.4
	Positive Attitude	54	70.1
Total		77	100.0
Bachelor of Business and Commerce	Neutral Attitude	9	25.7
	Positive Attitude	26	74.3
Total		35	100.0
Bachelor of Arts	Negative Attitude	4	2.9
	Neutral Attitude	35	25.4
	Positive Attitude	99	71.7
Total		138	100.0
Bachelor of Science	Negative Attitude	2	20.0
	Neutral Attitude	2	20.0
	Positive Attitude	6	60.0
Total		10	100.0
Bachelor of Economics and Finance	Neutral Attitude	2	14.3
	Positive Attitude	12	85.7
Total		14	100.0

From table 4.7, 85.7%, 74.3% and 72.1% of students pursuing Bachelor of Economics and Finance, Bachelor of Business and Commerce and Bachelor of Education had positive attitudes towards career counselling.

Considering the prominence placed on different university academic programmes, university student's attitudes might vary across different professions and programmes offered in universities world over. University students have different aptitudes, skills and attraction to different courses. It was important to examine what existing

literature presents with regard to attitudes towards career counselling in terms of programme of study/course.

Al-Rowaie (2001) examined the predictors of Attitudes Toward Seeking Professional Psychological Help among Kuwait University Students in Asia. The results of the study indicated that students pursuing psychology had positive attitudes towards help seeking than students and other students who did not take psychology courses. This finding seems to indicate that it is probable that psychology students expressed positive attitudes since they were expressive and well versed in communication since much of the work in the program involves communication with clients.

Furthermore, Rochlen et al. (1999) and Ludwikowski et al. (2009) whose study was also conducted among the introductory psychology courses, agreed with this finding. However, Karimi et al. (2014) on assessment of counselling needs among students of Chuka University argued that there was need for studies to provide empirical evidence on the role of academic programmes in influencing attitude towards career counselling. Although the current study appeared to indicate that most of the programme's attitudes were relatively high, the students in the science programme appeared to present low attitudes in terms of programme. The researcher noted that more studies are essential in establishing any differences in attitudes in terms of university programme

The findings on attitudes towards career counselling by working status is presented in table 4.8.

Table 4.8
Attitude towards Career Counselling by Working Status

Current working status	Attitude	Frequency	Percent
No Response	Neutral Attitude	3	30.0
	Positive Attitude	7	70.0
Total		10	100.0
Never worked before	Negative Attitude	9	5.1
	Neutral Attitude	48	27.3
	Positive Attitude	119	67.6
Total		176	100.0
Worked before but not working now	Negative Attitude	8	5.5
	Neutral Attitude	25	17.2
	Positive Attitude	112	77.2
Total		145	100.0
Currently working	Negative Attitude	2	6.9
	Neutral Attitude	6	20.7
	Positive Attitude	21	72.4
Total		29	100.0

As shown on table 4.8, 72.4% of participants who are currently working had positive attitude towards career counselling, while 67.6% of participants who had never worked before had positive attitude towards career counselling.

The finding of the study indicated that majority of the respondents had relatively positive attitudes towards career counselling, however, the students who have worked before and currently not working, had slightly positive attitudes towards career counselling, although they were very few in number. This could be credited to perhaps low employment opportunities, or a desire to join university due to increased skills, as noted by Brewer and Jones (2013) that education empowers people by providing knowledge and skills that enable them to improve their wellbeing and that of their society.

Furthermore, research has shown that education plays a vital role in the socioeconomic wellbeing of the society and leads to access of appropriate information (OECD, 2012). It is likely that the higher the level of education one acquires, the higher the income returns one is likely to receive from employment, hence the need for individual to gain more skills. This finding compares favourably with the role of university education which provides knowledge and skills needed to improve one's wellbeing as declared by the United Nations Development Programme (UNDP, 2015).

4.3.1.2. Attitudes towards Career Counselling among students in Public and Private Universities.

Data on attitudes towards career counselling was further analysed separately for the public and private universities in Nairobi City County. This was necessary in order to compare the differences in attitudes of students towards career counselling-between the two sets of universities from different formations. This could bring out a need, if any, of interventions that would be specific to type of university (public or private)

The findings are presented in the subsequent tables.

Table 4.9
Attitude towards Career Counselling among students in Public and Private Universities

	Attitudes	Frequency	Percent
Public Universities	Negative Attitudes	18	8.4
	Neutral Attitude	47	22.0
	Positive Attitude	149	69.6
	Total	214	100.0
Private Universities	Negative Attitude	1	7
	Neutral Attitude	35	24.0
	Positive Attitude	110	75.3
	Total	146	100.0

From Table 4.9, 69.6% of students in public universities had a positive attitude towards career counselling, compared to (75.3%) of students in private universities while 8.4% of students in public universities had a negative attitude compared to 7% in private universities. A higher percentage of students in private universities (75.3%) displayed positive attitudes towards career counselling compared to those in public universities (69.6%). This outcome suggests that private universities might be executing positive evaluations of the services towards career counselling compared to their public counterparts. A possible explanation could be that private universities might be able to invest more in career programmes due to their numbers compared to their counterparts in public universities.

Nyaga et al. (2014) did a comparative study of public and private universities in Kenya on effectiveness of guidance and counselling services found that through effective guidance and counselling services, students in private universities presented enhanced growth in the academic aptitudes. The study was consistent with the findings in the current study. The study found students in private universities had higher growth of their capabilities through assistance of career counselling services. Consequently, it can be acknowledged that students in private universities in this study may present favourably to career counselling.

Nyaga' (2015) study on efficacy of guidance and counselling services on university students' development of social and personal competencies: a comparative study of public and private universities in Kenya, established that there were substantial differences in efficiency in guidance and counselling in the growth of students social and personal abilities. The study also noted that students in private universities

presented high level of personal and social skills compared to those in public universities.

Similarly, the current finding on more optimistic views regarding career counselling in private universities may be accredited to the proficient academic setup with lesser student numbers compared to public universities making it challenging for the latter to deliver relevant career counselling resources. Nyaga (2011) noted that private universities appear to have properly established structures that provide preventive, curative and progressive academic guidance and counselling programmes, and may imply that the programmes are progressive, hence providing students with ability to make realistic educational plans for their impending employment.

Further analysis was done to establish whether there were significant differences in attitudes towards career counselling between public and private universities using a chi-square test since the data met the criteria for use of the chi square test

The results are as indicated on table 4.10 and 4.11

Table 4.10

Chi-Square Cross tabulation on Students Attitudes towards Career Counselling in Public and Private University

			Level of Attitude		
			Negative Attitude	Moderate Attitude	Positive Attitude
Type of University	Public Universities	Count	18	47	149
		Expected Count	11.3	48.7	154.0
		% within University	8.4%	22.0%	69.6%
		% within Attitude	94.7%	57.3%	57.5%
	Private Universities	Count	1	35	110
		Expected Count	7.7	33.3	105.0
		% within University	0.7%	24.0%	75.3%
		% within Attitude	5.3%	42.7%	42.5%
Total	Count	19	82	259	
	Expected Count	19.0	82.0	259.0	
	% within University	5.3%	22.8%	71.9%	
	% within Attitude	100.0%	100.0%	100.0%	

As shown in table 4.10, for students in public universities, the expected count was higher than the actual count for positive attitudes, while for students in private universities, the actual count was higher than the expected count for positive attitudes. This implies that students in private universities were more likely to have positive attitudes towards career counselling compared to their counterparts in public universities. This means that programmers provided enhanced students attitudes towards career counselling services in private universities than their counterparts in private universities. This finding has been affirmed by Nyaga et al. (2014) who found that students in private universities appeared to have higher growth of competencies

through assistance of guidance and counselling services compared to those enrolled in public universities.

Table 4.11 presents findings on the significance of the association.

Table 4.11

Chi-square of Association on Students Attitudes towards Career Counselling in Public and Private University

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.365 ^a	2	.006
Likelihood Ratio	13.240	2	.001
Linear-by-Linear Association	4.771	1	.029
N of Valid Cases	360		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.71.

A chi-square test for association was conducted between students' attitudes towards career counselling and type of University. The association between type of university and attitudes towards career counselling among University students was statistically significant, $\chi^2 (1) = 10.365, p < 0.05$. This means that the association between the public and private universities was substantial.

Qualitative Data on Student's Attitudes towards Career Counselling in Public and Private Universities was further analysed to reinforce the quantitative findings. As such, an interview with career counsellors and focus group discussions with students were conducted respectively. The real names of the respondents were withheld to conceal identity

Findings from the interview guide for career counsellors supported the quantitative data findings on student's attitudes towards career counselling services. The

deliberations from the interview suggest that students generally had positive attitudes towards career counselling when asked, “What is your view about the general attitudes of students towards career counselling services in your universality?”

These are excerpts from some of their responses;

“I have heard students say that they were very impressed with the recent career fairs as many of them were able to ask several questions from the employers who were show casing their organisations. It gave them a feel of the job market.” (*Male career counsellor, private university*)

The current study found that majority of the respondents had positive attitudes towards career counselling services indicating that the respondents had optimistic views on career services.

Finding by Al-Darmaki, (2011) on Needs and Attitudes towards seeking professional help, and preferred sources of help among Emirate college students in the United Arab Emirates established that participants displayed positive attitudes towards seeking professional help. This agreed with this study’s findings but are dissimilar on negative attitudes towards interpersonal openness as respondents preferred non-professional sources of help, such as family and friends; indicating fear of professional help. The current study only used the professional career counsellors in universities.

From the current study, it was evident from the career counsellors that students received a lot of assistance in areas such as: short-term employment, internships, reference letters and regular career fairs, although a lot needs to be done in terms of more career counsellors to assist in the large number of students and current resources such as computers.

The findings also indicate that there is need of additional awareness programmes for those students who were uncertain about the counselling procedures. The broad knowledge provided to students on career related issues may influence attitudes towards professional help and decision whether to seek counselling or not, as instigated by (Al-Darmaki, 2011).

The interview responses from the career counsellors equally established that some students did not have positive attitudes towards career counselling services as shown in the below excerpt.

“Our students do not have a positive attitude regarding career counselling because here, there are no trained career counsellors neither are there programmes that are specifically tailored to students’ career counselling. The Dean of student’s office was expected to give a small brief regarding the skills required for the world of employment just in case students consult the office. (*Career counsellor public university*)

The above sentiments were further supported by the career counsellor’s statements regarding factors causing negative attitudes towards career counselling that emerged from the career counsellor’s interviews as shown in the following excerpts.

“The students always assume that career counselling is for failures and those who did not know what they want to pursue at university” *Career counsellor, Private University*

“How do they expect a student to be positive about the career services yet we lack proper offices and resources. The students are too many for the few counsellors on standby. We need more counsellors” *Career counsellor, public university*

From the current study finding, a few students do not have positive attitudes towards career counselling probably due to the student –counsellor ratio since the number of students were not proportionate to the career counsellors tasked to assist with career-related needs. This is because the number of students were much higher than the

number of career counsellors in each of the universalities, hence making it difficult for the counsellors to provide services adequately. This could be a factor in student's lack of positive attitudes towards the services.

Additionally, the students who were not performing well seemed to be pessimistic about consuming the services. There is need for efforts to improve attitudes of students found to have negative attitude as well as strengthen those with moderate attitudes to positive. These might be accomplished by ensuring that the career centres are instituted and consequently tasked to increase adequate career counsellors plus career resources adequate for the number of students in the universities.

The attitude lessons were reinforced by findings of Kamunyu et al. (2016) whose study revealed social mistrust, lack of confidence in the counsellors, location of counselling centre, and perception of students. These factors are likely to portray negative attitude towards career counselling by some students. Although a few respondents showed negative attitudes towards career related services, it is proper to argue that the benefits accrued from career counselling outweigh its negatives based on the current findings.

According to Mutie and Ndambuki (1999), several attempts to institute guidance and counselling services in certain quarters seem to have been encountered with attitudinal, organizational and social problems. There was a shortage of work force and problems of educational expectations. The shortage of work force was noted in the current findings, which established a small number of career counsellors in proportion to the student numbers.

In addition, there was a usual resistance to change by a few individuals as users normally struggle to adopt to the new ways of doing things. Appropriate sensitisation of the university community on the purpose and process in could evade suspicion (Antony, 1996). Mutie and Ndambuki (1999) whose findings established negative attitudes towards career counselling disagrees with the current findings. The current study established positive attitudes towards career counselling and is essential to students as presented in the Ministry of Education report (MoE, 2019).

Findings by Adams (2012) established that a negative attitude could have an impact on students' decision-making processes such as choice of college major academic concerns; including job search skills. This allegation agrees with the current findings that negative attitudes were likely to lead to lack of appropriate skills hence rejection by employers and also that having positive attitudes empower students in decision making. This is in tandem with Chireshe (2013) who asserted that such positivity increases knowledge of the self and the ability to match individual qualities to the world of work

4.3.2 Uptake of Career Counselling Services among students in Nairobi City County

This section presents findings on the second objective of the study that sought to establish the uptake of career counselling among students in universities in Nairobi City County. Uptake was measured in terms of frequency of utilization and perceived usefulness. Data on uptake of career counselling services was gathered from a set of 10 statements that required the respondents to indicate the frequency in which they utilized career counselling services and how useful they perceived the services.

An individual's score was obtained from the total of the scores from the various items. The lowest possible score was 20, while highest possible score was 70. The numeric scores were then categorized into 3 uptake levels, where scores between 20-36 represented low uptake, scores between 37-52 represented moderate uptake and scores between 53-70 represented high uptake of career counselling services.

The findings are presented in the subsequent tables.

Table 4.12
Student's uptake of Career Counselling services in Nairobi City County

Levels of uptake	Frequency	Percent
Low uptake	211	58.6
Moderate Uptake	128	35.6
High Uptake	21	5.8
Total	360	100.0

As shown on table 4.12, 58.6% of the students had a low level of career counselling uptake, 35.6% had a moderate level of uptake, while 5.8% had a high level of uptake. Based on the table in Table 4.12, there was generally a low uptake of career counselling services

Findings by Heath et al. (2016) established self-disclosure as related to apprehension, consequently leading to low enthusiasm to seeking behaviour, is consistent with the current study that showed low uptake of career counselling services. This was likely owing to the perception's students have regarding their peer's views. This could be why Sanga et al. (2015) established that uptake of VCT among students was low despite positive attitudes towards VCT services owing to fear of HIV test results. This

indicates that individuals would appear indifferent in consuming services due to possible unfavourable outcomes.

Data on uptake of career counselling services were further presented descriptively using means and standard deviation. The findings are presented in Table 4.13.

Table 4.13:

Descriptive Statistics on Students Career Counselling Uptake

	N	Minimum	Maximum	Mean	Std. Deviation
Uptake interval	360	20	64	35.54	9.662
Valid N (listwise)	360				

From Table 4.13, the minimum score attained for career counselling uptake was 20, while the maximum score attained was 64. The mean score attained was 35.54 (SD=9.662), indicating that on average, the students had a low uptake of career counselling.

4.3.2.1 Uptake of Career Counselling Services among students by Demographic Characteristics

Data on uptake of career counselling was further analysed by demographics in Nairobi City County.

The findings are presented in the subsequent tables.

Table 4.14***Uptake of Career Counselling by Gender***

Gender	Uptake	Frequency	Percent
Male	Low Uptake	78	52.0
	Moderate Uptake	65	43.3
	High Uptake	7	4.7
	Total	150	100.0
Female	Low Uptake	133	63.3
	Moderate Uptake	63	30.0
	High Uptake	14	6.7
	Total	210	100.0

As shown on table 4.14, 63.3% of female participants had low uptake of career counselling, while 43.3% of male participants had moderate uptake of career counselling, however, 6.7 % of females had high uptake, with 4.7 % of the male. The finding indicates that considerably more female respondents tended to have high uptake of career counselling services than their male counterparts.

Table 4.15
Uptake of Career Counselling Services by Age

Age	Uptake	Frequency	Percent
18-20	Low Uptake	44	69.8
	Moderate Uptake	16	25.4
	High Uptake	3	4.8
	Total	63	100.0
21-23	Low Uptake	134	58.0
	Moderate Uptake	85	36.8
	High Uptake	12	5.2
	Total	231	100.0
24-26	Low Uptake	23	52.3
	Moderate Uptake	15	34.1
	High Uptake	6	13.6
	Total	44	100.0
27-29	Low Uptake	3	27.3
	Moderate Uptake	8	72.7
	Total	11	100.0
30 years and above	Low Uptake	7	63.6
	Moderate Uptake	4	36.4
	Total	11	100.0

Findings from table 4.15 indicate that 72.7% of the participants aged between 27 to 29 years had moderate uptake of career counselling, 69.8% of those aged 18 to 20 years had a low uptake, while 63.6% of those aged 30 years and above had a low uptake of career counselling. The findings appear to indicate that participants aged 24 to 26 appeared to have a relatively high uptake of career counselling services.

Table 4.16*Uptake of Career Counselling by Program of Study*

Program	Uptake	Frequency	Percent
Bachelor of Education	Low Uptake	56	65.1
	Moderate Uptake	20	23.3
	High Uptake	10	11.6
Total		86	100.0
Bachelor of Information and Technology	Low Uptake	46	59.7
	Moderate Uptake	28	36.4
	High Uptake	3	3.9
Total		77	100.0
Bachelor of Business and Commerce	Low Uptake	19	54.3
	Moderate Uptake	16	45.7
Total		35	100.0
Bachelor of Arts	Low Uptake	76	55.1
	Moderate Uptake	54	39.1
	High Uptake	8	5.8
Total		138	100.0
Bachelor of Science	Low Uptake	4	40.0
	Moderate Uptake	6	60.0
Total		10	100.0
Bachelor of Economics and Finance	Low Uptake	10	71.4
	Moderate Uptake	4	28.6
Total		14	100.0

From table 4.16, 71.4% of the participants pursuing Bachelor of economics and finance had low uptake of career counselling, while 60% of those pursuing Bachelor of Science had moderate uptake of career counselling. The finding indicates that respondents pursuing Bachelor of education had high uptake than those pursuing other programmes.

Table 4.17***Uptake of Career Counselling services by Current Work Status***

Current working status	Uptake	Frequenc y	Percent
No Response	Low Uptake	3	30.0
	Moderate Uptake	6	60.0
	High Uptake	1	10.0
Total		10	100.0
Never worked before	Low Uptake	112	63.6
	Moderate Uptake	54	30.7
	High Uptake	10	5.7
Total		176	100.0
Worked before but not working now	Low Uptake	85	58.6
	Moderate Uptake	52	35.9
	High Uptake	8	5.5
Total		145	100.0
Currently working	Low Uptake	11	37.9
	Moderate Uptake	16	55.2
	High Uptake	2	6.9
Total		29	100.0

As shown on table 4.17, 63.6% of the participants who had never worked before had low uptake of career counselling, while 55.2% of participants who are currently working had a moderate uptake of career counselling. The findings indicate that respondents currently working had high uptake.

Uptake of Career Counselling among students in Public and Private Universities.

Data on uptake of career counselling services was further analysed separately for the public and private universities in Nairobi City County. This was necessary in order to compare the differences in uptake of student's services between the two sets of universities from different formations. This could bring out a need, if any, of interventions that would be specific to type of university (public or private)

The findings are presented in the subsequent tables.

Data on uptake of career counselling services was further analysed between the public and private universities. The summary of findings is presented on table 4.18.

Table 4.18
Uptake of Career Counselling services among students in public and private universities.

University	Uptake	Frequency	Percent
Public Universities	Low Uptake	132	61.7
	Moderate Uptake	63	29.4
	High Uptake	19	8.9
	Total	214	100.0
Private Universities	Low Uptake	79	54.1
	Moderate Uptake	65	44.5
	High Uptake	2	1.4
	Total	146	100.0

From table 4.18, 61.7% of the students in public universities had a low uptake of career counselling, while 29.4% had a moderate uptake. On the other hand, 54.1% of the students in private universities had low uptake of career counselling, while 44.5% had a moderate uptake of career counselling.

A chi-square of association was further conducted to determine whether there was a significant difference in students' career counselling uptake in public and private universities. The findings are presented on table 4.19 and 4.20

Table 4. 19***Chi-square Cross tabulation on Students' Career Counselling Uptake in Public and Private University***

			Counselling Uptake		
			Low Uptake	Moderate Uptake	High Uptake
Type of University	Public Universities	Count	132	63	19
		Expected Count	125.4	76.1	12.5
		% within University	61.7%	29.4%	8.9%
		% within Uptake Cat updated	62.6%	49.2%	90.5%
	Private Universities	Count	79	65	2
		Expected Count	85.6	51.9	8.5
		% within University	54.1%	44.5%	1.4%
		% within Uptake Cat updated	37.4%	50.8%	9.5%
Total	Count	211	128	21	
	Expected Count	211.0	128.0	21.0	
	% within University	58.6%	35.6%	5.8%	
	% within Uptake Cat updated	100.0%	100.0%	100.0%	

As shown in table 4.19, for students in public universities, the actual count was higher than the expected count for low uptake, while the expected count for moderate uptake was higher than the actual count. However, for the students in private universities, the expected count was higher than the actual count for low uptake of career counselling, while the actual count was more than the expected count for moderate uptake of career counselling. This implies that students in private universities were more likely to take up career counselling compared to their counterparts in public universities.

Table 4.20 presents findings on the significance of the association.

Table 4.20:

Chi-square of Association on Students Career Counselling Uptake in Public and Private University

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	14.789 ^a	2	.001
Likelihood Ratio	16.469	2	.000
Linear-by-Linear Association	.000	1	.992
N of Valid Cases	360		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.52.

A chi-square test for association was conducted between students' career counselling uptake and type of University. The association between type of university and career counselling uptake among University students was statistically significant, $\chi^2(1) = 14.789, p < 0.05$. This indicates that the association between the public and private universities in terms of uptake was substantial.

Further analysis was done where uptake was defined in terms of frequency of utilization of career counselling services.

4.3.2.1 Student's uptake of Career Counselling services in terms of frequency of utilization

The Data on uptake was further analysed in terms of frequency of utilization of career counselling services.

Therefore, uptake in terms of frequency of utilization was measured on a four-point Likert scale (1 = Never, 2 = rarely, 3 = Often and 4 = Very Often), The findings on frequency of utilization is as presented in the subsequent tables.

Table 4.21

Student's uptake of Career Counselling services in Terms of Frequency of Utilization

Utilization of career counselling	Frequency	Percent
Low level of utilization	228	63.3
Moderate level of utilization	118	32.8
High level of utilization	14	3.9
Total	360	100.0

From Table 4.21 more than half of the students (63.3%) had low uptake in terms of frequency of utilization of career counselling services, 32.8% had a moderate level of uptake, while 3.9% had a high uptake in terms of frequency of utilization of career counselling services. The findings indicate that generally, more students were not frequently utilizing the career counselling services. Only 3.9 % of the respondents frequently utilized the career services.

Data on uptake in terms of frequency of utilization of career counselling services were further presented descriptively using means and standard deviation. The findings are presented in Table 4.22

Table 4.22

Descriptive Statistics on Students uptake in terms of Frequency of Utilization Services

	N	Minimum	Maximum	Mean	Std. Deviation
Frequency interval	360	10	37	18.32	5.754
Valid N (listwise)	360				

From Table 4.22, the minimum score attained for uptake in terms of frequency of utilization of career counselling utilization was 10, while the maximum score attained was 37. The mean score attained was 18.32, indicating that on average; the students had a low frequency of utilization of career counselling services. The standard deviation score attained was 5.754, indicating that a majority of the scores were distributed between the low levels and moderate levels of frequency of utilization of career counselling services. The findings indicate that majority of the participants did not frequently consume the services in Nairobi City County. The current study findings indicated that on average, many students were lagging behind on using the services.

This study's finding that established student's anxiety regarding the opinion of peers hence presenting low uptake of the career services are in line with findings by Heath et al. (2016) and Al-Darmaki (2011) which established that fear of losing of face were related to self-disclosure to persons outside of family, and in turn, linked to counselling-seeking behaviours where students rarely used services. The studies also found that students experienced anxiety, reduced motivation, and adjustment issues (Al-Darmaki, 2011).

This study established that the lecturers would send the respondents for career counselling if they deemed it necessary, is consistent with findings by Palo and Drobot (2010) on the effect of family inspiration on career utilization at West University of Timisoara in Romania which established that lecturers and school-family-community partnership influenced uptake on career selections.

This study further differs with Palo and Drobot (2010) study in terms of differences in population since it was conducted in a developing world while the current study was in a low developing country. The findings therefore show that there are efforts in Kenya to ensure that help is provided to students via different partnerships for increased student career success.

This study established low uptake of career counselling services and the findings are comparable with studies by Ogutu and Muango (2012) whose study acknowledged that guidance and counselling services were progressive among students who utilized the amenities and suggested the establishment of guidance and counselling units in universities to provide the relevant skills. This calls for efforts to increase relevant skills in an attempt increase uptake in Nairobi County. Despite the study findings from Ogutu and Muango (2012), it was noted that in Kenyan studies on uptake of career counselling were scarce hence the additional literature on uptake of VCT and other related health services.

In the current study, the different views on student's attitudes towards career counselling might contribute to non-utilization, despite the fact that universities may have devoted resources for career programmes. The researcher notes that since career counselling is a help-seeking service like VCT and other reproductive services, there is likely to be reluctance in seeking the services due to perceived personal and social humiliation. University students in Nairobi City County are likely to resist career help due to what others may say about them including family and friends. The low uptake of career counselling services could have an impact on students as suggested by Ogutu and Muango (2012) on effectiveness of services by only those who consumed

them. It is probable that the resistance would result to poor vocational exploration, career planning and inadequate skills for transitioning to the job market.

Findings by Sanga et al. (2015) is in agreement with the current findings. The study established that uptake of VCT among secondary school students was low, although the students had presented positive attitudes towards VCT services. The difference in findings is that Sanga et al. (2015) focussed on the uptake of VCT among secondary school students. The findings on VCT is a topic that appears to be sensitive among individuals, the study established fear of HIV test results, stigma and distance to the VCT centres, unlike the current study that focused on uptake of career counselling among university students and found low uptake.

Although Sanga et al. (2015) findings differed in terms of study variables; it appears that the outcomes of the study might be connected to findings of the current study since both studies appear to be health-seeking services. Furthermore, they both involve matters that include personal disclosure during the process of uptake, which is likely to induce comparable feelings on individuals due to issues of embarrassment. This is likely mostly if an individual is not certain about the consequences. The concerns may consequently provoke feelings of discomfort to individuals hence influence their attitudes towards consuming the services.

The researcher noted that viewpoints towards career counselling services are not actually the drivers for uptake, however, the discomfort and embarrassment owing to humiliation regarding other student's views. However, research by Mutie and Ndambuki, (1999) confirm that guidance and counselling services have been confronted with attitudinal problems. For instance, reluctance by individuals to open

up to counsellors requires a lot of courage in an effort to surrender the security of one's personal space to the unknown (Goldenberg & Goldenberg, 1991). Some students consider that career counselling might be an invasion of privacy Dusek (1996). Essentially, the researcher is of the opinion that stigma is attached to career counselling like it is in VCT and other health seeking services as they are both associated with self-disclosure.

Moreover, Maree (2019) noted that career counselling is among the vital services students are likely to consume (Maree, 2019). This allegation is supported by the current findings and hence the need to promote as many students in Nairobi City County to consume the career counselling services. Similarly, Akareem and Hossain (2016) have demonstrated that these services support students to attain skills for the job market (Nkechi et al., 2016).

Makinde (1984) argued that the career resources used by career counsellors usually include career awareness, orientations and job placement. This agrees with the current study that established that some of the above services were offered in universities in Nairobi City County, whose custodians are trained career counsellors in charge of delivering such programmes. The implication for this finding is that a lot needs to be done in order to modify factors that hinder uptake in terms of frequency of utilization.

Although this established low uptake of career counselling services insinuating that that students are not frequently consuming the career serves, this study differs with Museve et al. (2013) on factors influencing utilization of voluntary counselling and testing services among university students in Kenya, who established that uptake of VCT was higher among students who had knowledge of VCT services compared to

those without the knowledge of VCT. This finding could be attributed to the differences in variables as this study examined uptake of career services that may not be attractive to students.

The finding of the current study might appear to indicate that students have insufficient knowledge of career counselling services triggering low uptake of career counselling services. The researcher notes that the impact of frequent utilization of career counselling services is critical particularly for the fourth-year university students since the usage may improve their understanding of the different career scenarios while exposing them to a variety of skills necessary to transition to the world of work. This is essential as students could benefit particularly those students with concerns such as inability to select major, poor C.V writing skills and lack of decision-making. Further, career programmes help students improve academic achievement and personal development by alleviating students' problems in decision-making (Oluremi, 2014; Smith, 2014). Overall, career counselling has the capacity to ease some unanticipated challenges students face in universities and while transitioning to working life. Similarly, the researcher notes the importance of a collaborative approach to promote awareness of the services for those students who are not cognisant of career programmes.

This study established that career service such as one-to-one sessions, job fairs, career seminars which are relevant for career growth were available. This finding is similar to Robertson (2013) that established that career guidance and counselling were vital for smooth career development in Pakistan among undergraduate students. Despite the similarity in findings, the students in this study rarely utilized the services and is

not in agreement with other studies on the impact and standing career counselling has on student's career progress.

This study further agrees with Robertson (2013) on the necessity for self-awareness, decision-making skills, information, job search skills, and practical exposure offered to students, however, the students in the Kenyan case rarely utilized the services. The researcher notes that there is a general assumption that university students are learned and capable on resolving any difficulties that affect them since they have personal resources useful in resolving social and academic concerns. These suggestions might appear as a setback for those who are incapable of directing their career lives. This verdict is likely to intensify student's frustrations about their failures therefore leading to low uptake and failure to frequently consume the career services.

The participants further corroborated this finding. This is illustrated by finding from the students FGD regarding the uptake in terms of frequency of utilization of career counselling services. This was information on qualitative results that were analysed to strengthen the quantitative findings. As such, an interview for the career counsellors and a focus group discussion for students were conducted respectively. The actual names of the career counsellors and students were withheld to conceal their identities.

The excerpts below summarise the key findings of the focus group discussions conducted with university students from the two public and two private universities in Nairobi County. The discussions revealed a general agreement concerning the frequency of utilization of career counselling services. Additionally, the excerpts reveal the instances and explanations that led to the visit to the career counselling

centres. As a result, the visits provided insights to student's incidences with regard to use of career counselling services.

Findings from the focus group discussions support the quantifiable data on the frequency of utilization. As such, the findings established that respondents utilized the career counselling services; however, the use was not as frequent as they ought to have. The excerpts below indicate student's responses when asked, “

“Are students frequently utilizing career-counselling services in your university”? Please give reasons. The question was seeking to establish the general impression regarding the frequency at which students used career-counselling services.

Below are some verbatim statements of students.

“Once a term, once a year, I have never utilized the services, I did use career counselling during career fair, I only utilize career counselling services when I am applying for a job, I utilized career counselling services when I was going for an interview; In my four years I utilized career counselling only 3 times; when the lecturer asked the class to visit the career counsellors; When we were asked for our resumes; When a job advert came around I did utilize career counselling services; every term; at least once a year”. (*Students FGD*)

“The career sessions are always the same old things. I wish the career counsellors were a bit innovative and make the programme exciting. I would definitely utilize the services more” (*Male student-private\ university*)

From the information given by respondents in first Excerpt, the frequency of utilization of career counselling services varies across several respondents of which each individual used the services for a particular reason. Some indicated when applying for jobs, or going for interviews, or when they saw an advert or even sent for counselling by the lecturers.

The findings in this study are in agreement with the findings by Palo and Drobot (2010) that established that lecturers and school-family-community partnerships influenced uptake on career selections. This study however, disagrees on the impact of family influence on the career choice. This study noted that, the collaborative approach between lecturers, students and career counsellors could have some impact in increasing the utilization of career counselling among university students. The creation of such partnerships was likely to increase uptake as envisioned by the study

From the information given by respondents in second Excerpt, study established monotonous programmes, which were non-exciting to students. The sentiments that they would use the services if they were somewhat interesting. This outcome led to low frequency of utilization of career counselling services by respondents.

The finding also indicates the need for career counsellors to be innovative in the way they offer the career counselling services. This would increase the level of utilization of career counselling services in universities. Below are some excerpts from the students when asked to seek help from the career counsellors by their lecturers.

“When I went for my counselling session, the counsellor asked me if I was the student who was being suspended due to academic failure. It seems the previous counsellor had informed them. There is totally no confidentiality so why should I frequent that office anyway.” (*Male student –private university*)

The current study found an issue to do with confidentiality at the career-counselling centre. The current study found that a student’s personal information had been released to some career counselling staff; hence, students were reluctant to share their issues to the counsellors causing apathy in the career process.

This sentiment was supported by findings on confidentiality as factor in uptake of reproductive health services by of Wanjau et al. (2018) among university students at Kenyatta University. The purpose of this study was an attempt to assess knowledge, attitudes and practices of students relating to uptake of reproductive health services in Kenyatta University. The findings of this study noted confidentiality a factor in uptake of reproductive health services Information students shared with reproductive health providers influenced their uptake of reproductive health services. Consequently, this assertion may be applicable in the current study. Respondents were not inspired to receive assistance from some career counsellors. The implication for this finding is that career counsellors ought to conceal their client's issues since it is a student's right to privacy and confidentiality as this is one of the foundations for an effective counselling relationship. If this confidence is not assured in the counselling relationship, then this is likely to generate low confidence leading to low levels of consuming services that might subsequently lead to ill-informed population in businesses environment.

This study noted the importance of confidentiality regarding student's problems in the counsellor –student s relationship. This is in line with studies by Wanjau et al. (2018) who argued that confidentiality was a factor in uptake of reproductive health services. Information students shared with reproductive health providers influenced their uptake of reproductive health services. Consequently, this assertion may be applicable in the current study where respondents in the qualitative findings reported issues of confidentiality in their session with a career counsellor. Respondents were not inspired to receive assistance from some career counsellors who were perceived to be sharing client's personal information. Career counsellors ought to conceal their

client's issues since it is a student's right to privacy and confidentiality as this is one of the foundations for an effective counselling relationship. Despite the above hitches, it is essential to state that the career counsellors were doing more in enlightening students on career matters at the institutions of higher learning.

Further, the current findings agreed with Mbeba et al. (2012) that students are likely to perceive absence of privacy as a key challenge to accessing counselling services and utilizing the sexual reproductive health (SRH) services. Similarly, this view can be applied to the case of career advising particularly in cases where counsellors fail to uphold discretion, respondents may fail utilize the career services offered in the universities, which could lead to reluctance in utilizing the services. It is therefore important to note that since career counsellors have such a great responsibility in ensuring that students are enthusiastic about using the career counselling services, these calls for great caution in ensuring they uphold their profession in high repute as they handle clients.

The researcher however, advocates for personal responsibility on the part of students. The researcher argues that for students to totally utilize the career counselling facilities available, they ought to have a personal initiative to comprehend the importance of the services offered and hence be able to consume them without being enticed to do so. This is an innate drive that pushes one to search, examine, and ascertain for themselves opportunities for achieving suitable career goals hence reaching their full potential. The researcher notes that this innate stimulus was ignored by the theory in an attempt to providing favourable techniques for utilization to thrive. The researcher notes that there is need for personal accountability on the part of the university students also in ensuring that they pursue try-out and discovery and

consequently practise any services they consider important in facilitating their academic and career growth.

The current study established low frequency of utilization of career services due to embarrassment of not being able to resolve one's own issues. On reference to other health seeking services such as VCT, Sanga et al. (2015) found low consumption of VCT amenities among the youth because of the fear of HIV test outcome, and embarrassment of utilizing VCT services. In addition, Mwisongo et al. (2016) found main hindrances to utilization was anxiety about what other people might think if they are seen seeking for help. The researcher notes that such feelings could be related to uptake of career counselling services, although VCT services were not in the scope of the current study but merely referred to in order to shade a clear picture of influences of uptake.

The career counsellor's statements regarding uptake in terms of the frequency of utilization in the following excerpts further reinforced the above sentiments.

“The frequency of utilization of career counselling is very high. During career-fair students line up in big numbers at the job stations of employers they consider to be providing information on employment. The number of students is usually more than those queuing in our offices to seek counselling”
(Male Career Counsellor Public University)

“The students who are about to graduate voluntarily utilize the counselling programs especially the career fairs, however, they do so when it is too late as the fair is only done once a year. All the other important services are ignored,”
(Female Career Counsellor public university)

The verbatim reports revealed that a small number of respondents utilized the career services. However, those who utilize the services frequently only do so during career fairs, which were organised once in a year. Consuming career-counselling services consistently as argued by Ogutu and Muango (2012) is more beneficial to students

instead of using it as a one-time service. It appears that only those respondents who had trouble sought the services.

Factors affecting uptake in terms of utilization of career counselling services that emerged from FGD and interviews comprised of the following: The study further established factors such as lack of confidence in counsellors, poor career services, long queues, position of the counselling facilities, and apathy concerning career counselling.

More aspects that hindered utilization of career counselling services according to literature was accredited to lack of creativity, as indicated by Heppner et al. (1998). The present investigation recognized boring and archaic programs that were not desirable to the respondents. These sentiments were echoed by (Heppner et al. 1998) who advocated for up-to-date and captivating programmes in order to increase student utilization.

Data on uptake in terms of frequency of utilization of career counselling services were further analysed between the public and private universities. This comparison was required in order to establish the variances and likenesses in terms of regularity of use of career counselling programmes, including reasons why students in certain universities regularly utilized career counselling services compared to their counterparts from other universities; and probably explanations for lack of usage.

The summary of findings is presented on Table 4.23

Table 4.23***Students Uptake of Career Counselling in Terms of Frequency of Utilization in Public and Private Universities***

	Utilization	Frequency	Percent
Public Universities	Low level of utilization	138	64.5
	Moderate level of utilization	64	29.9
	High level of utilization	12	5.6
Total		214	100.0
	Utilization	Frequency	Percent
Private Universities	Low level of utilization	90	61.6
	Moderate level of utilization	54	37.0
	High level of utilization	2	1.4
Total		146	100.0

As indicated in Table 4.23, on the comparison of public and private universities in terms of frequency of utilization of career counselling services. In public universities findings indicated low uptake (64.5%) compared to 61.6 in private universities. Further, 29.9% had moderate uptake in public universities compared to 37.0% in private universities, while 5.6% had high level of utilization compared to 1.4% in private universities.

The study further sought to determine if there were any significant differences in student's uptake across universities.

A chi-square of association was conducted to determine whether there was a significant difference in students' uptake of career counselling in terms of frequency of utilization in public and private universities. The findings are presented on table 4.24 and 4.25.

Table 4.24

Chi-Square Cross tabulation on Uptake of Career Counselling in Terms of Frequency of Utilization in Public and Private Universities

		Frequency			
		Low level of utilization	Moderate level of utilization	High level of utilization	
Type of University	Public Universities	Count	138	64	12
		Expected Count	135.5	70.1	8.3
		% within University	64.5%	29.9%	5.6%
		% within Frequency	60.5%	54.2%	85.7%
		Private Universities	Count	90	54
		Expected Count	92.5	47.9	5.7
		% within University	61.6%	37.0%	1.4%
		% within Frequency	39.5%	45.8%	14.3%
Total		Count	228	118	14
		Expected Count	228.0	118.0	14.0
		% within University	63.3%	32.8%	3.9%
		% within Frequency	100.0%	100.0%	100.0%

As shown in table 4.24 for students in public universities, the actual count was higher than the expected count for low level of utilization, while the expected count for moderate utilization was higher than the actual count. However, for the students in private universities, the expected count was higher than the actual count for low utilization of career counselling, while the actual count was more than the expected count for moderate utilization of career counselling. This implies that students in private universities were more likely to utilize career counselling compared to their counterparts in public universities.

Table 4.25 presents findings on the significance of the association.

Table 4.25***Chi-Square of Association on Uptake of Career Counselling in Terms of Frequency of Utilization in Public and Private Universities***

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.445 ^a	2	.066
Likelihood Ratio	6.033	2	.049
Linear-by-Linear Association	.053	1	.818
N of Valid Cases	360		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.68.

A chi-square test for association was conducted between students' frequency of utilization of career counselling and type of University. The association between type of university and frequency of utilization of career counselling among University students was not statistically significant, $\chi^2(1) = 5.445, p > 0.05$. This means that the association between public and private universities in terms of frequency of utilization was not major as low frequency of utilization was observed in the two categories.

Nevertheless, the current study noted a slight difference, yet not significant that more students in public universities were not regularly utilizing career-counselling services compared to those in private universities. This finding is supported by Nyaga et al. (2014) who conducted a study among university students in Kenya and established that in terms of academic, social and personal competencies between public and private universities, private universities seemed to have slightly higher capabilities through guidance and counselling services compared to those enrolled in public universities. Nyaga et al. (2014) finding is inconsistent with the current findings which sought to examine the association in terms of frequency of utilization.

The differences in findings of Nyaga et al. (2014) with the current study could be since private universities were likely to report effective services that assist students in achieving a holistic growth. This concurs with Muite and Ndambuki (2004) that successful counselling assists the client to move towards a higher level of self-acceptance and self-understanding.

Wango and Mungai (2007) established that a favorable psychotherapy outcome involves complete effectiveness of the counselling services, including the counselling rooms. These were better equipped in private universities than public ones according to Wango and Mungai (2007) findings. Such claims could consequently influence uptake of career counselling services between the two sets of universities as service providers in private universities expressed satisfaction with the physical facilities available.

In view of the findings, effort needs to be put in the programmes and services related to career counselling in both categories of universities in order to boost uptake in terms of the frequency of utilization of the services, particularly in Nairobi County. This is since failure to frequently utilize career counselling services may indicate that university students are not developing their career skills. Limited career skills could have an impact on student's career preparedness causing limited knowledge of vocations as suggested by Biswalo (1996) that operational guidance and counselling facilities enhanced graduate's information concerning the job market.

4.3.2.2 Student's uptake of Career Counselling services in terms of perceived usefulness

This section provides the findings on objective two, which sought to establish the uptake of career counselling services in terms of perceived usefulness among university students in Nairobi City County.

Uptake in term of perceived usefulness was measured using the uptake of career counselling services scale. Uptake in terms of perceived usefulness was measured on a three-point Likert scale. Scale: 1 = Not useful, 2 = Useful, 3 = Very Useful. An individual's score was obtained from the total of the scores from the various items. The lowest possible score was 10 (10x1) while highest possible score was 30(10x3). The numeric scores were then categorized into 3 levels, where scores between 10-15 represented low perceived usefulness, scores between 16-24 represented moderate perceived usefulness and scores between 25-30 represented high perceived usefulness of career counselling services. The findings are presented in the subsequent tables.

Table 4.26

Students Uptake of Career Counselling Services in Terms of Perceived Usefulness

Perceived Usefulness	Frequency	Percent
Low perceived usefulness	138	38.3
Moderate perceived usefulness	194	53.9
High perceived usefulness	28	7.8
Total	360	100.0

From Table 4.26, 53.9% of the participants had a moderate level of perceived usefulness towards career counselling services. 38.3% had a low level, while 7.8% had a high level of perceived usefulness.

Data on perceived usefulness of career counselling services was further presented descriptively using means and standard deviation. The summary of findings is presented on table 4.27.

Table 4.27:

Descriptive Statistics on Students Uptake of Career Counselling Services in Terms of Perceived Usefulness

	N	Minimum	Maximum	Mean	Std. Deviation
Perceived usefulness	360	10	30	17.24	4.610
Valid N (listwise)	360				

As shown in table 4.27, the minimum score attained for perceived usefulness was 10, while the maximum score attained was 30. The mean score attained was 17.24, indicating that on average the participants had a moderate level of perceived usefulness of career counselling services. The standard deviation score attained was 4.610, suggests that majority of the scores were distributed along the low and moderate perceived usefulness of career counselling. The findings established that respondents had a low uptake in terms of perceived usefulness of career counselling services among students in Nairobi City County.

This study did not agree with Vogel et al. (2007) who established that perceptions to use counselling were influenced by stigma, which was a crucial barrier to seeking counselling as this study did not examine issues of stigma as a hindrance to career counselling, however, here indications of some humiliating factors that inhibits perception to consume career counselling services. The Researchers submits that little is known about what hinders persons experiencing career problems from consuming

the services when provided by institutions. Such unverified observations call for interrogation in the area of perception of career counselling and its influence on uptake of career counselling services.

Although this study did not examine the factors such as stigma, the study appears to agree with Vogel et al. (2007) who established that barriers to seeking personal counselling were related to factors concerning whether to seek career counselling or not. This finding appears to indicate that there are parallels in barriers for both counselling and career counselling. This sentiment seems to suggest that there are some similarities with the current study on factors that are at play as barriers to seeking career counselling.

The findings of this study noted that students were unlikely to utilize career counselling services due to fear of humiliation by others, who may perceive them as incapable of making their own decisions. This finding is consistent with Vogel et al. (2007) who affirmed that measures of perceptions for utilizing counselling services were fear of humiliation as a main reason for reduced uptake of services since the students tended to get distressed from reactions derived from their counterpart's responses. This finding seems to be similar to the current findings, although dissimilarities emerge due to differences in population of the respondents as this study focused on uptake of university students not uptake in secondary schools

Nevertheless, the researcher noted similarities between career counselling and personal counselling in terms of whether to seek help or not. In spite of the similarities in perception of personal counselling and career counselling, there are opinions that career counselling is a more solution-focused and short-term endeavor

than personal counselling that is emotionally strenuous. Due to this sentiment, individuals may perceive that career counselling is less intimidating to pursue (Rochlen et al. 1999).

This study established that the respondents exhibited low uptake in terms of perceived usefulness and was affirmed by Egbochuku and Alika (2010) at the University of Benin in Nigeria that unsatisfactory representation of guidance and counselling led to negative valuations among learners. low uptake in terms of perceived usefulness. However, the perceptions were subjective and the two studies approve that the key purpose of guidance and counselling was to relieve distress and get persons back to function normally and efficiently.

This study established low uptake in terms of perceived usefulness of career counselling services and the finding is in disagreement with Kiptala and Kipruto (2021) who examined Students' Perception of the Influence of Guidance and Counselling Services in Baringo, and found that students perceived guidance and counselling services positively. Generally, services provided in career counselling are meant be useful and empowering to students. The differences I findings might be due to the difference in location.

The researcher noted that perception of services was likely to upset individual's career progress as proposed by Maree (2019) since individual's opinions have the capacity to indicate various setments among individuals, hence enable graduates to express their capabilities and usage of services to facilitate their career growth in terms of skills sets. The researcher further appears to indicate that value of perception of career counselling services is critical particularly for the final year students seeking

employment. This might be why Bakabbulindi (2012) argued that people’s tendency to utilize facilities depends on how they perceive the services in terms of benefit and user friendliness. The motivation to perceive services as useful might be characterized by self-confidence, desire for learning, and previous realities with services

This study was in agreement with the Social Learning Theory of (Bandura 1977) that endorsed the impacts of modelling and imitation. This finding established the student’s support by lectures and sometimes assistance of peers including parents as indicated by the theory that individuals learn through observation. Similarly, this study established that young people use services such as career programmes and other informal support such as family member’s teachers and role models when they faced work related challenges (Mutie & Ndambuki, 1999).

The study sought to examine perceived usefulness between public and private universities. Data on perceived usefulness of career counselling services was further analysed by public and private universities. The summary of findings is presented on Table 4.28.

Table 4.28
Students Uptake of Career Counselling services in Terms of Perceived Usefulness in Public and Private Universities

usefulness	Level of perceived		Frequency	Percent
Public Universities	Low Level		93	43.5
	Moderate level		104	48.6
	High level		17	7.9
Total			214	100.0
Private Universities	Low Level		45	30.8
	Moderate level		90	61.6
	High level		11	7.5
Total			146	100.0

From Table 4.28, 48.6% of the students in public universities had a moderate level of perceived usefulness of career counselling, 43.5% had a low level of perceived usefulness, while 7.9% had a high level of perceived usefulness of career counselling. For the students in private universities, 61.6% of students had a moderate level of perceived usefulness of career counselling, 30.8% had a low level of perceived usefulness, while 7.5% had a high level of perceived usefulness of career counselling. More students in private universities, 61.6% had a moderate level of perceived usefulness of career counselling unlike 48.6% of the students in public universities who had a moderate perceived usefulness of career counselling.

A chi-square of association was conducted to determine whether there was a significant difference in students' uptake of career counselling in terms of perceived usefulness in public and private universities. The findings are presented on table 4.29 and 4.30.

Table 4.29

Chi-Square Cross tabulation on Students Uptake of Career Counselling services in Terms of Perceived Usefulness in Public and Private Universities

		Perceived Usefulness			
		Low Level	Moderate level	High level	
Type of University	Public Universities	Count	93	104	17
		Expected Count	82.0	115.3	16.6
		% within University	43.5%	48.6%	7.9%
		% within Perceived Usefulness	67.4%	53.6%	60.7%
	Private Universities	Count	45	90	11
		Expected Count	56.0	78.7	11.4
		% within University	30.8%	61.6%	7.5%
		% within Perceived Usefulness	32.6%	46.4%	39.3%
Total		Count	138	194	28
		Expected Count	138.0	194.0	28.0
		% within University	38.3%	53.9%	7.8%
		% within Perceived Usefulness	100.0%	100.0%	100.0%

As shown in table 4.29, for students in public universities, the actual count was higher than the expected count for low level of perceived usefulness, while the expected count for moderate level of perceived usefulness was higher than the actual count. However, for the students in private universities, the expected count was higher than the actual count for low perceived usefulness of career counselling, while the actual count was more than the expected count for moderate level of perceived usefulness of career counselling. This implies that students in private universities were more likely

to perceive career counselling as useful compared to their counterparts in public universities.

Table 4.30 presents findings on the significance of the association.

Table 4.30

Chi-Square of Association on Students Uptake of Career Counselling services in Terms of Perceived Usefulness in Public and Private Universities

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.375 ^a	2	.041
Likelihood Ratio	6.435	2	.040
Linear-by-Linear Association	3.518	1	.061
N of Valid Cases	360		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.36.

A chi-square test for association was conducted between students' level of perceived usefulness of career counselling and type of University. The association between type of university and perceived usefulness towards career counselling among University students was statistically significant, $\chi^2(1) = 6.375, p < 0.05$.

The finding indicates that more of the students in public universities showed slightly lower levels of uptake in terms of perceived usefulness despite the fact that there were more students from the public universities in the current study. The finding therefore appears to indicate that due to their large numbers, they are not able to adequately cater for the big number of students adequately, hence the low uptake in terms of perceived usefulness of the services.

Similarly, this study established that students in private universities appeared to have a slightly higher uptake in terms of how they perceived the career counselling

services. It is likely that career-counselling services were more consumed since they were useful compared to their counterparts in public universities demonstrating that private universities were fairly better in terms of the views in regards to career counselling programmes (Nyaga 2011). This finding agrees with the current study that established similar reactions.

This study further argued that due to the academic set up with fewer students, private universities have suitable programmes compared to public universities which incorporates more academic structures than public universities. This finding is in tandem with Nyaga, (2011) who noted that that students in private universities had higher better growth in aptitudes, proper and accessible services than their counterparts enrolled in public universities.

Ogutu and Muango (2012) is equally in support of this outcome and argued that students who often utilize career counselling services tended to perceive the services as useful. The implication for this argument is that students ought to uptake the services frequently if they perceive the services as useful hence growing the number of skilled individuals in the area of career counselling. The current findings however, noted a contrary opinion generally across the board. This might be why Biswalo (1996) advocated for continuous career counselling among students. This was also echoed by the qualitative findings by the respondents in the FGD that it is essential to provide continuous awareness programmes to enable as many students as possible to more to consume the career services.

The qualitative data from career counsellors and students on perceived usefulness between students in public and private universities were further verified and the

findings were illustrated below. The findings were generated from student's focus group discussions and career counsellors respectively. The findings specify that generally respondents from both public and private universities found the services useful, however, there were diverse reactions regarding lack of perceived usefulness. These are excerpts from students' responses when asked, "What is your view about perceived usefulness of career counselling services in university"

Below are some excerpts from some of their responses:

"Career counselling programs are crucial; they assist us to plan on our professional objectives. For instance, if a student is studying a counselling psychology course, the counsellor would support these students with services such as practicums in organizations that hire counselling psychologist, this will help in gaining first-hand information in careers." (*Female Student - private university*)

"Counselling is useful since it provides us with skills to prepare resume and application letters. Career counsellors help in creating quality applications for each and every job offers since different opportunities have different requirements." (*Female Student- public university*)

"Absolutely, career direction is important because it exposes us to work opportunities by allowing us meet potential managers and prospective institutions. It also supports in understanding several job requirements. This is why I find career fair week very helpful." (*Male Student -private university*)

"Career counselling regarding work related opportunities is vital because it provides university students with knowledge in understanding work-related expectations. Counsellors help us to clear doubts that new graduates go through when searching for jobs." (*Female Student-public University*)

This study established the importance of career counselling services across the universities, and corresponds with Maree (2019), who acknowledged that career guidance is perceived as useful and critical because it supports students in career training. The findings also agree with Akareem and Hossain (2016) that professional

guidance helps scholars attain decent jobs. Similarly, Nkechi et al. (2016) echoed similar sentiments regarding the capacity career preparation has in supporting individuals identify their aptitudes and match them to preferred jobs. Other divergent views from the FGD that the services were not useful indicated as follows:

“The programs are not informative regarding job market issues. The counsellors do not enlighten students on how to succeed when they get jobs; I don’t have an idea about my strengths, weaknesses, chances and fears.”
(*Female Student - Public university*)

“Career counselling is not effective because the counsellors do not have first-hand information that is useful to students. Execution of these programs is a great challenge.” (*Female Student- public university*)

“Personally, I dislike visiting the career offices because my friends will assume, I cannot think appropriately. The truth is that I am in my final year and my family expects me to acquire a job immediately after my graduation. I do not require those services because I don’t find them useful” (*Male Student –private university*)

“I have visited the centre several times, I found them tiresome and they did not help me in any way. I need intriguing information on careers. I wish the institution could use social media forums such as WhatsApp to pass information rather than mails that I never read.” (*Female Student- private university*).

This study similarly noted negative reactions regarding the failure of career counselling services to meet their needs as the respondents preferred use of social media platforms that had lately been viewed as effective in the current generation. Such as Facebook and Twitter have provided career marketing as another channel to market the programmes. This finding is in agreement with Aghaee, 2010; Wankel, 2009) that explored the practice of social media in support of learning in Higher Education. This is a digital generation hence; the students appear to be conversant and comfortable with computer -based platforms.

The findings in this study appear to suggest the need to provide assortment of programmes that are modernised and adequate are expected to have great impact on individual's career progression, as stated by Chireshe (2013) who noted that career programs had the ability to restructure essential services for learners in an attempt to exploit their full potentials. Nkechi et al. (2016) have similarly approved that diverse career counselling has great impact on university students. This finding appears to indicate that if the

“There are no guidance counsellors in our institution. We can only consult with the Dean of students which rarely happens because of their busy schedule, but frequently chat with our lecturers who are willing to advice every time we need support.” (*Male Student-public University*)

Career counsellors had this to say;

“How does the institution expect me to counsel twenty students effectively in a day with all the other work that I am expected to attend to. They should employ more career counsellors if they want us to work effectively. If this is not resolved, then student's perception of our services will be in vain.” (*Male career counsellor- public university*)

The findings have similarly established that the career counsellors are few in proportion to the student population. It is likely that this might be one of the factors of low uptake of career counselling services in Nairobi City County. The conclusion that there are usually long queues at the career centres shows the shortage of career support in the universities. The study recognised the student –counsellor ratio as a factor on low uptake, as the number of career counsellors were few. This may cause psychological drain to counsellors and lead to burn out that may affect performance. This finding has been corroborated by Kiarie, Sirera and Mwenje (2011) who noted that counsellors in Kenyan universities suffered burnout which was harmful and

affected their performance. It is notable that the counsellor's performance was likely to affect the students and hence, the long queues due to few career counsellors as noted in the current study. Despite the sentiments, the researcher noted that career counselling was significant and an indisputable service that exposed respondents to the array of views and knowledge needed for easier transition and the employment world. Therefore, the areas that are lagging behind need to be addressed.

This study finding on the imbalance between student-counsellor ratio agrees with Akkok (2006) on the paradigm shift of vocational guidance and career counselling and its implications for Turkey: whose study did an evaluation from past to future at Ankara university, and established that the distribution of the number of school counsellors had no balance according to standards of ratio of students/counsellors. There is need to increase the number of career counsellors in order to ease long queues that could cause stress and unsatisfactory results for students as stated by (Kavas, 2008).

Other findings are indicated in the below excerpt below

“I think career counselling is useful to the students. Some of the students come to me when they are completely unaware of what they want to do in university, however, by the time, they receive their degrees, the graduates are well prepared to transverse the world of work due to persistent clues from us. This gives me a good feeling “(*Female career counsellor- private university*)

The current findings established that students from both public and private universities generally perceived the career counselling services as useful. This is supported by findings of Ogutu and Muango (2012) who established that guidance and counselling programs were practical to those who consumed them. This similarity in findings could be because the current study and that of Ogutu and Muango (2012)

both used a similar population of university students since they both carried out research among university students. However, the findings are inconsistent with those of Egbochuku and Alike (2010) who researched among university students in Nigeria found insufficient representation of guidance and counselling programmes, hence depicting unappealing career engagements with their students.

From the current finding, there are mixed reactions from both public and private student's populations, there could be need for efforts to increase the usefulness of career counselling services. This is because having mixed reactions regarding the services could have an impact on students as suggested by Surapaneni (2015), Lam, and Santos (2018) that between 17% and 22% of learning in institutions of higher learning stated they had career-linked issues, which could consequently have an effect on employability.

4.3.3 Relationship between Attitudes and uptake of Career Counselling services in Nairobi City County

The third objective sought to establish the relationship between attitudes and uptake of career counselling services among students in Nairobi City County. To achieve this objective, the null hypothesis was tested as follows:

H₀1: There is no statistically significant relationship between attitudes towards career counselling and uptake of counselling services among students in universities in Nairobi County, Kenya.

To test the null hypothesis that there is no statistically significant relationship between attitude and uptake of career counselling services, a bivariate correlation analysis was conducted using Pearson Product Moment Correlation Coefficient (r). Pearson

Correlation was preferred since the independent and dependent variables were measured in the interval scales based on the cumulative scores; and the variables were normally distributed as indicated by a linear relationship between the independent and dependent variables.

In assessing a linear relationship between the two variables, a scatter plot between attitudes towards career counselling and uptake of career counselling services was plotted. This was followed up by the Pearson Product Moment Correlation Coefficient (r) analysis.

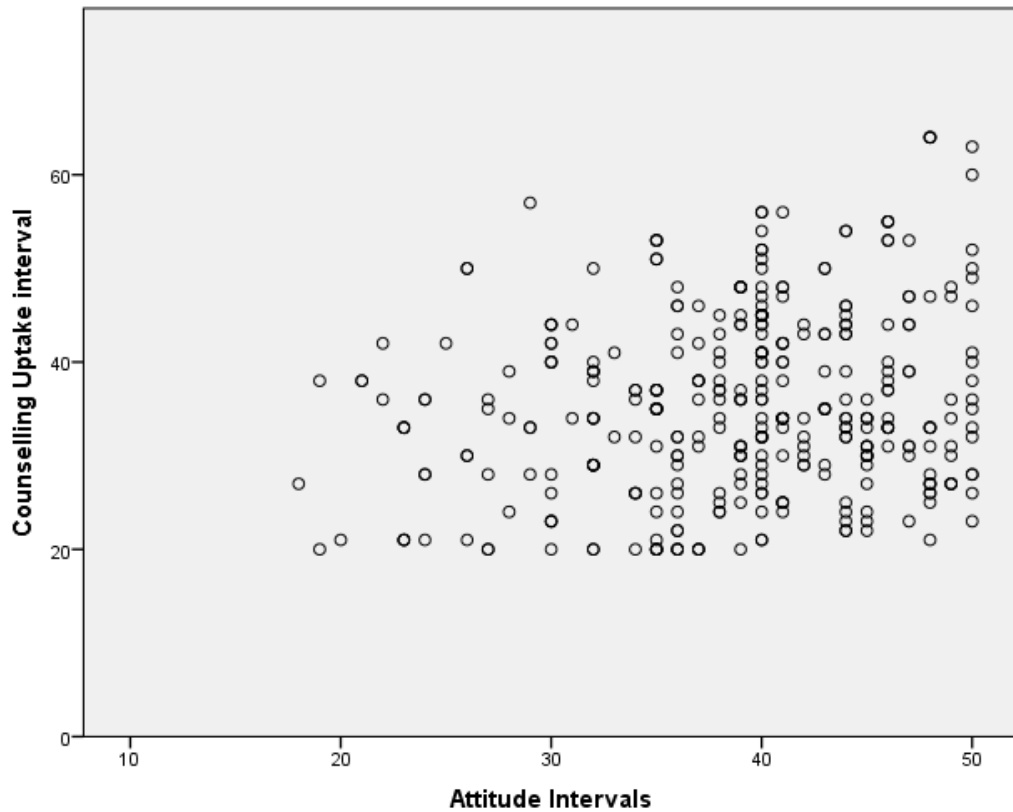


Figure 4. 1: *Scatter Plot of the Relationship between Attitude and Uptake of Career Counselling*

From the scatter plot in Figure 4.1, there was evidence of a linear relationship between attitudes and uptake of career counselling services, where higher scores of attitudes tended to go with higher scores of uptakes, while lower scores of attitudes tended to go with lower scores of uptakes. It was, therefore concluded that it was reasonably safe to compute a Pearson Product Moment correlation coefficient and test its significance. The significance test for r evaluates whether there is a linear relationship between two variables in a population.

Table 4.31 shows the results of the Pearson product moment correlation coefficient computation and its subsequent significance test at the 0.05 level.

Table 4.31

Correlation between Attitude and Uptake of Career Counselling Services

		Career Counselling Uptake
Attitude towards	Pearson Correlation	.190**
Career counselling	Sig. (2-tailed)	.000
	N	360

** . Correlation is significant at the 0.01 level (2-tailed).

As indicated in Table 4.31, there was a significant positive correlation between attitude towards career counselling and uptake of career counselling services, $r(358) = 0.190$, $p = 0.000$. Based on the findings, the null hypothesis indicating that there is no statistically significant relationship between attitude towards career counselling and uptake of career counselling services was therefore rejected in favour of the alternative hypothesis that there is a significant relationship between attitudes towards career counselling and uptake of career counselling services. This means that, positive levels of attitude scores were correlated with higher scores of uptakes of career counselling scores.

4.3.3.1 Relationship between Attitudes and Uptake of career counselling services in terms of frequency of utilization

Data was further analysed on the relationship between attitudes and uptake in terms of the frequency of utilization of career counselling services. In assessing a linear relationship between the two variables, a scatter plot between attitude towards career counselling and uptake in terms of utilization of career counselling was plotted. This was followed up by the Pearson Product Moment Correlation Coefficient (r) analysis. The scatter plot findings are presented in Figure 4.2

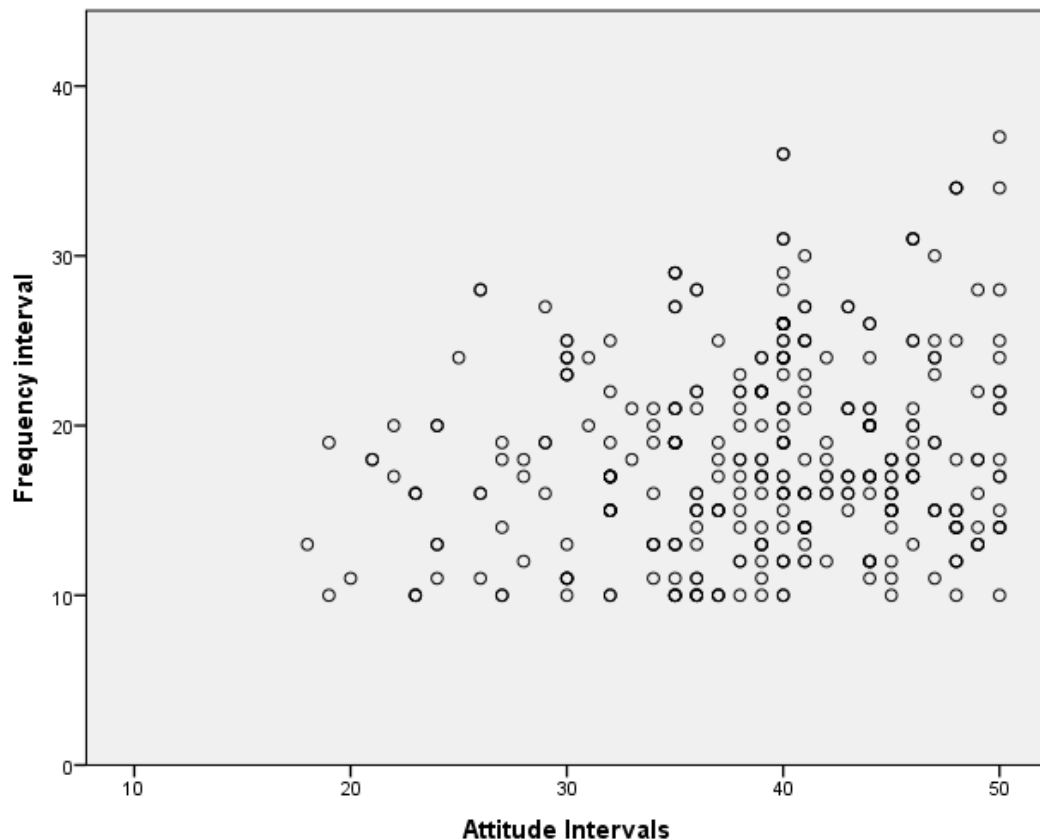


Figure 4.2:
Scatter Plot of the Relationship between Attitude and Uptake In terms of Frequency of Utilization of Career Counselling

From the scatter plot in Figure 4.2, there was evidence of some degree of linear relationship between attitudes and uptake where higher scores of attitudes tended to go with higher scores of uptakes, while lower scores of attitudes tended to go with lower scores of uptakes. It was, therefore concluded that it was reasonably safe to compute a Pearson Product Moment correlation coefficient and test its significance. The significance test for r evaluates whether there is a linear relationship between two variables in a population.

Table 4.32 shows the results of the Pearson product moment correlation coefficient computation and its subsequent significance test at the 0.05 level.

Table 4.32
Correlation between Attitude and Uptake in Terms of Frequency of Utilization of Career Counselling Services

		Frequency of utilization of career counselling services
Attitude towards career counselling	Pearson Correlation	.159**
	Sig. (2-tailed)	.003
	N	360

** . Correlation is significant at the 0.01 level (2-tailed).

From Table 4.32, there was a significant positive correlation between attitude towards career counselling and uptake in terms of frequency of utilization of career counselling services, $r(358) = 0.159$, $p = 0.003$. Based on the findings, the null hypothesis indicating that there is no statistically significant relationship between attitudes towards career counselling and uptake of career counselling services in terms of frequency of utilization was therefore rejected. This was done in favour of the alternative hypothesis that there is a significant relationship between attitudes towards

career counselling and uptake of career counselling services in terms of frequency of utilization. This means that, positive levels of attitude scores were correlated with higher scores of uptakes in terms of frequency of utilization of career counselling scores.

For instance, students who had a positive attitude towards career counselling services were likely to utilize career-counselling services more than their counterparts who had moderate and negative attitudes towards career counselling. This finding appears to indicate that students with positive attitudes towards career counselling were perhaps more optimistic and valued using career services more than those who have moderate and low attitudes towards career counselling. Similarly, the students who presented positive attitudes towards career counselling might have used the services in the course of their training, hence noted the usefulness of career counselling services unlike those who may not have used the services.

Ghojavand (2013) established that participation in the career-counselling programme improved students' self-efficacy. This sentiment agrees with the current study that students with positive attitudes towards career counselling were perhaps more optimistic and likely to frequently use the services as they valued career services

Similarly, the current study established that career counselling based on LTCC had positive outcome on the students, particularly in the methods the career counsellors employed in assisting students. Mtemeri (2017), a study conducted among high school students in Midlands Province, Zimbabwe, which established that family members and the schools had an impact on high school students' choice of careers appears to agree with the current study that acknowledged the impact role modelling

had on the students. Both the two studies were guided by Krumboltz's Social Learning Theory (LTCC).

The researcher verifies that The Social Learning Theory of Bandura (1977) has great implications for the current study since university students learn through modelling by imitating behaviours, they observe in other students through repeated exposure towards career counselling services and replications by career counsellors as well as others around them. This is since the university students are surrounded with valuable influencers such as the students, lecturers, administrators including parents through which they can model positive influences leading to learning.

The researcher noted that a lot needs to be done for the students who are on moderate and low levels of utilization and those who do not frequently utilize the services. This is since counselling is helpful to those who use the services as noted by other studies in Kenya. This study noted a need for further investigation as established and this finding has been endorsed by Karimi, et al (2014) on an assessment of counselling needs among students and counsellors at Chuka University. The study established a needs-assessments on a continuous basis as vital in improving counselling programmes observed to be in line with the ever-changing student needs. This has implications for the current study to come up with programmes that would increase uptake.

4.3.3.2 Relationship between Attitudes and Uptake of career counselling services in terms of Perceived Usefulness

The Objective further-sought to establish the relationship between attitudes and uptake in terms of perceived usefulness of career counselling services among students in universities in Nairobi County, Kenya.

H₀2: There is no statistically significant relationship between attitude and uptake in terms of perceived usefulness of career counselling services among students in universities in Nairobi County, Kenya.

To test the null hypothesis that there is no statistically significant relationship between attitude and uptake in terms of perceived usefulness of career counselling services among students in universities, a bivariate correlation analysis was conducted using Pearson Product Moment Correlation Coefficient (r). Pearson Correlation was chosen since the independent and dependent variables were measured in the interval scales based on the cumulative scores, and the variables were normally distributed as indicated by a linear relationship between the independent and dependent variables.

In assessing a linear relationship between the two variables, a scatter plot between attitudes towards career counselling and perceived usefulness of career counselling services was plotted. This was followed up by the Pearson Product Moment Correlation Coefficient (r) analysis. The scatter plot findings are presented in Figure 4.3.

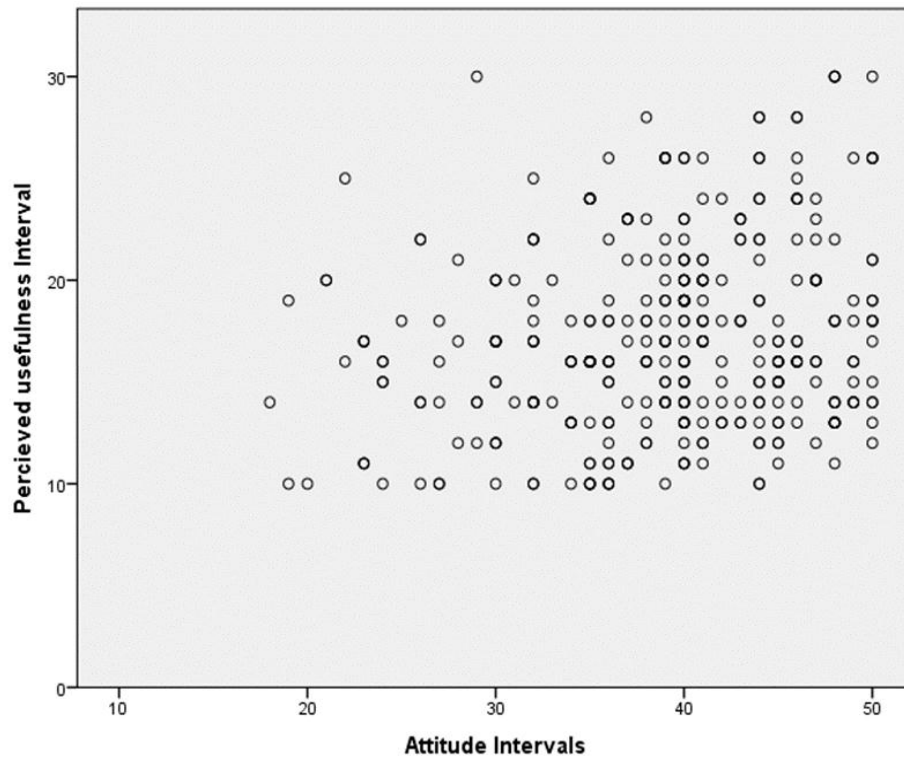


Figure 4.3: Scatter Plot on the Relationship between Attitude and Uptake in Terms of Perceived Usefulness of Career Counselling

From the scatter plot in Figure 4.3, there was evidence of a linear relationship between attitude towards career counselling and perceived usefulness of career counselling services,

Table 4.33 shows the result of the Pearson Product Moment Correlation Coefficient between attitude towards career counselling and perceived usefulness of counselling services.

Table 4.33***Correlation between Attitude and Uptake in Terms of Perceived Usefulness of Career Counselling services***

		Perceived Usefulness of Career Counselling
Attitude Towards Career Counselling	Pearson Correlation	.200**
	Sig. (2-tailed)	.000
	N	360

** . Correlation is significant at the 0.01 level (2-tailed).

Results in table 4.33 indicate that there was a statistically significant positive relationship between attitude towards career counselling and perceived usefulness of career counselling, $r(360) = .200, p < 0.001$. Based on the findings, the second supplementary null hypothesis indicating that there is no statistically significant relationship between attitude towards career counselling and perceived usefulness of career counselling services was thus rejected in favour of the alternative hypothesis that there is a statistically significant relationship between attitude towards career counselling and perceived usefulness of career counselling services among students. This means that positive levels of attitude scores were correlated with higher scores of perceived usefulness of career counselling services. For instance, students who had a positive attitude towards career counselling were likely to perceive the career counselling services as useful to them more than their counterparts who had moderate and negative attitudes toward career counselling.

The findings of the current study have a combined significance both from theoretical viewpoint and in respect to previous findings of other studies both internationally and in local setting. For instance, Al-Rowaie (2001) in Kuwait University in Asia, established that students had less favourable attitudes toward usefulness of seeking

professional psychological assistance. This finding disagrees with the current findings, which established that positive levels of attitude scores were correlated with higher scores of perceived usefulness of career counselling scores. Al-Rowaie (2001) further noted that the participants who went through previous counselling had high probability of having positive perception of counselling than those who did not go through counselling. Al-Rowaie (2001) is in agreement with the current findings that established that students with positive attitude towards career counselling were likely to perceive the career counselling services useful than their counterparts.

Although in other studies, some South African students did not perceive the services as useful due misadvised by career counsellors, hence hindered the uptake of career services. This finding is comparable to a university in Nigeria, whose students received wrong information regarding career choices (Owusu & Poku 2012).

This study established low uptake in terms of perceived usefulness of career counselling services which is in agreement with Al-Darmaki's (2012) study on the relation between attitudes towards career programs and uptake of career services at the United Arab Emirates (UAE). The study also utilized (Rochlen et al. 1999) and established reduced value of usefulness of career counselling due to humiliation. The finding appears to be consistent with the current study insinuating a significant positive relationship between attitude towards career counselling and uptake perceived usefulness of career counselling. Students portraying positive attitudes are likely to uptake career services in terms of perceived usefulness. The finding was reinforced by Ludwikowski et al. (2009) who recognized that that if people's confidence in career programmes brings humiliation associated with its use, they were unlikely to consume the services due to perception.

Despite the similarities in findings, the studies have different demographical differences, as the current study focussed on Kenyan universities, Al-Darmaki's (2012) study was conducted in the United Arab Emirates. This argument calls for efforts to reinforce student's perception of university programmes. Although this study has noted significant factors affecting attitudes and perception of students, other studies such as Gacohi et al. (2017) has equally revealed significant factors influencing attitudes and perceptions towards degree programme of students in public universities. however, the current study disagreed with Al-Rowaie (2001) in Asia whose results were contradictory. The inconsistency might be due to the different environments the researchers carried out the studies.

This study made relevant suggestions for the development of an adequate career resource centre that would enhance career progression among students in Nairobi County. This proposal was affirmed by Gacohi et al. (2017) on impact of career information on the selection of degree courses in public universities and recognized the importance of providing career information as influencing career growth of students towards degree programs. It is notable that the two studies were carried out in Kenya and it appears that there was great need for career advancement in universities in order to assist student in selecting appropriate courses. The progress that would enhance career development and thereby creating opportunities for employment of graduates in Nairobi City County.

4.3.4 Strategies to Promote Positive Attitudes and Increase Uptake of Career Counselling Services

The fourth objective sought to identify strategies to promote positive attitudes towards career counselling in order to increase uptake of career counselling services in universities in Nairobi City County.

Students were required to state the approaches presumed to be useful in promoting positive attitude as well as to increase uptake of career counselling services.

The findings on strategies to promote positive attitude towards career counselling are as shown in table 4.34.

Table 4.34

Strategies to Promote Positive Attitudes towards Career Counselling

Strategy	Frequency	Percent
Continuous career counselling awareness and education	168	46.7
Career counselling be made compulsory before joining universities	34	9.4
Professionalize career counselling	29	8.2
Diversification of career promotion approaches	22	6.1
Make career counselling a learning unit	22	6.1
Motivational/Mentoring programmes	19	5.7
Provision of well-equipped and staffed career centres	17	4.9
Career counselling to start in High School	17	4.9
Regular career counselling	18	3.3
Compulsory Internship/Attachment	5	1.6
Involving students	3	0.8
Involving parents/guardians	3	0.8
Establish career clubs	1	0.4
Linkages with industry/employers	1	0.4
Stakeholders partnership	1	0.4
Total	360	100.0

From Table 4.34, a large proportion of the respondents (168, 46.7%) advocated for continuous career counselling awareness and education as an on-going strategy among to promote positive attitude as well as to increase uptake of career counselling services. This finding agrees with Biswalo (1996) who supported continuous career counselling among students. This finding may indicate that when services are persistently accessible to students in learning institutions, they are able to not only be conscious of the programmes but also consume them, hence increasing their career growth. Similar sentiments were re-affirmed in the students' FGD that the services empowered students each time they were required and advocated for the continuity of services by universities.

The current study further established that majority of the respondents were interested in continuous career counselling programmes and education as key on-going strategy, as this would provide constant reminders to students about the need for the services and hence increase the usage of career counselling. Most students noted that this action played a big part in promoting positive attitudes towards career counselling in Nairobi City County. Mwangi (1991) who celebrated the value of perpetual sensitizing students on guidance and counselling programmes resonated with the same sentiments. Ogutu and Muango (2012) findings also resonate with the current findings at it also certified that continuous career counselling provided positive attitudes of students, as the consistency was likely to jog their memory about the benefits of career counselling and thus inspire learners to its usage.

A further (22, 6.1%) specified the importance of making career counselling a unit, this finding is consistent with Okhawere et al. (2017) in Benin that career instruction programmes should be constructed into the curriculum of the undergraduate studies.

Furthermore, this decision ensures that all students are participants of career training hence increasing their attitudes, skills and employability skills.

The current finding equally established that career counselling should be on-going way in High school before the students joined universities. This suggestion might help respondents to embrace the counselling culture after being disposed in high schools. This finding indicated that some students did not understand the role that career guidance had as they had never experienced it in the course of study and hence, they were in some way rigid to open up. Findings by Kiptala and Kipruto (2021) in Baringo County support that learners viewed guidance and counselling facilities positively and that they had contributed considerably to their educational success, hence they suggested for ongoing career counselling from high school all the way to the university.

The finding of this study that established that career counselling ought to begin in high school is similarly in agreement with conclusions by Archibong et al. (2010) who argued that those individuals who started shaping their profession earlier were more likely to have positive views including self-confidence in their abilities. Furthermore, it appears that when career preparation is consistently applied, respondents seem to be positive in terms of perceptions and willingness to use the services hence, their attitudes towards career counselling was increased. Findings in the current study noted similar notions. This sentiment agrees with Al-Rowaie's, (2001) who established that persons who had prior experience in counselling expressed favorable perception compared to those with no prior experience.

A further (34, 9.4%) indicated that career counselling should be mandated to students as they joined university. The requirement might indicate that all students were able to consume career services in the process of their study, hence able to increase their career awareness. However, (29, 8.2%) noted the need to professionalize career counselling programmes while (22, 6.1%) advocated for diversification of promotional approaches, while (19, 5.7%) wanted a more motivational and mentoring programmes provided. Although, (17, 4.9) suggested that the universities proved well-equipped and staffed career counselling centres. The current findings additionally presented regular career counselling programmes to students in universities at (18. 3.3 %).

This study acknowledged the support and the involvement of parents and guardians in the career counselling processes. This finding is in line with Palo and Drobot (2010) that family environment has an influence on adolescent careers, and also adopted the theory of (Mitchell & Krumboltz 1996). For illustration, according to Palo and Drobot (2010) lecturers and school-family-community partnership influenced uptake of career selections. The researcher further noted that students were likely to utilize career services if they expected positive comments from their parents and families. The implication to this is that parents and significant others are important in students' academic life, hence the psychological comfort increases their self-esteem as they articulate their abilities.

Additionally, this study documented the establishment of well-equipped and staffed career centres. This finding is similar to findings by Gacohi et al. (2017) who initiated that vocational knowledge had a great impact on the selection of degree courses among learners in government sponsored campuses. The study further recommended

the provision of not only sufficient counsellors but also appropriate career counselling tools. The endorsements may indicate that personnel and resources are crucial for full implementation of career counselling programmes in institutions, particularly institutions in Nairobi City County. The researcher noted that the current study finding established varied requirements that should to be inaugurated by the Kenyan government through the Ministry of Science and Technology in addressing the concerns of career counselling in Nairobi City County.

Qualitative data was further analyzed to strengthen the quantitative findings on strategies to promote positive attitudes and increase uptake of career counselling Services Focus group discussion and interviews were conducted among the students and counsellors respectively. The real names of the university counsellors were omitted to conceal their identity. Qualitative findings from the focus group discussions on strategies to promote positive attitudes towards counselling services are as presented below:

Outcome from the FGD and interview guide concur with the quantitative statistics on the strategies to promote positive attitude and increase uptake of career counselling services. The findings indicate that respondents desired continuous career counselling programmes, promotional approaches and career instruction as an on-going strategy, followed by compulsory career counselling, professionalism and diversification of career counselling promotional approaches among others.

Some of the strategies called for competence in the career counselling profession by ensuring that career counsellors maintain ethical and professional standards required in the counselling profession. The findings similarly suggested sufficient number of

career counsellors to manage the increasing number of students in order to cope with the student numbers. This finding appears to be an impediment on uptake of career counselling since the number of career counsellors across the board was insignificant.

Creative and stimulating methods of instruction were a necessity in an effort to enhance positive attitudes as respondents cited boring and monotonous activities. Likewise, the respondents advocated for promotional endeavours through the social media platforms as a channel of communication. Support from the university administration in the procurement of facilities were a great step in promoting positive attitudes towards career counselling. Lecturers' support was significant in identifying students with problems as they referred them for help.

This study agrees with the ideas certified in the learning theory of career counselling that advocates for career counsellors to be ready to assist learners manage work-related trends (Mitchell & Krumboltz, 1984). This study was equally enriched by its ability to adopt Banduras theory of Social Learning, Bandura (1977) that include methods such as motivation and simulation in an attempt to support students with work related problems. (Mitchell & Krumboltz 1996).

Qualitative findings from the focus group discussions further cited the approaches to improve intake of services. Respondents responded to the following questions: "What measures can your institution put in place put in place to increase the frequency of use of career counselling services in your university"? Generally, the respondents provided critical methods that would increase uptake of consumption. Measures include benchmarking services from other established universities for best practices locally and internationally, observing that the world was becoming a global village

hence practices and expertise might be replicated in other universities. The exchange of expertise might simulate students in universities that are lagging behind to be at the same level with the current trends in the area of career counselling in the marketplace.

Respondents further proposed a collaborative and an all-inclusive strategy comprising of students, career counsellors, lecturers, administrators, parents and the industry. The approach would revamp the career-counselling programme for practicability and application. This sentiment is in line with UNESCO (2009) regarding developing countries envisioning a future in becoming learning societies built on knowledge economies. Based on this sentiment, institutions of higher education have a significant role in advancing strategies in the pursuit of such aspirations. Equally, the current findings resonate with other studies on consolidating a collaborative approach with university student participation and other entities in deliberate sensitization and preparation of students by emphasising the desire for flexibility, diversity, and ease of access (Abuiyada, 2018).

In addition, student's views stressed that their views should be respected. For instance, the respondents requested to be allowed to contribute in the planning process and decision-making of the programmes (Mathews, 2000). The insinuation for the role is that young people appreciate and take pride in being part of a process. The proposition indicates that students if provided with the opportunity to contribute to the process of preparation and execution of projects, there were likely to own the process and consequently involve their peers. The researcher is of the opinion that students have a responsibility to search, discover and empower themselves as they translate the acquired skills and attitudes regards to the employment world. This allows them to flourish and direct their paths enriched with for nation building.

This study recommended the importance of exposure to alumni for work-integrated learning where university students are able to contribute to their own learning as they gain hands on experience necessary for career goals through internships and work experience. This is in line with Martini and Cavenago (2017) who affirmed that embedded work-integrated learning was necessary for university students to be able to contribute to their own learning and implementation of career objectives. The study recommended both actors taking responsibility and work collaboratively by allowing students initiate preferred mode of presentation of the career programme. This finding appears to indicate the significance of partnership. The corporation between students and other university staff was likely to boost student's eagerness to consume services, as they are likely to consider the programmes essential. The outcome is in line with the Social learning theory by Bandura that looks at learning from one another through imitation and hence achieve desired goals (Bandura 1977)

The researcher noted that if career counselling is to play its vital role in university, the methods used in its presentation and training ought to be well thought out before application. This is in attempt to realize positive results with the programmes since programmes may not always appeal to the university students leading to low uptake of career counselling services.

Further qualitative findings on strategies suggested by career counsellors to increase uptake of career counselling services are as presented below. The career counsellors recommended more intervention measures. These were excerpts from career counsellor's responses when asked about what approaches can be adopted to increase consumption of vocational counselling facilities in their university.

“Although some students utilized career counselling services during their university training; a majority preferred personalised support, which was not ideal for career counsellors due to student numbers. Instead, counsellors preferred classroom trainings and group activities which targeted many students at the same time.” (*Female Career counsellor- public university*)

The above statement demonstrates that the career counsellors were few and unable to support the number of students on individual basis hence advocating for classroom sessions. In this case, group counselling was favourable by counsellors since the technique targeted more students at relatively the same time compared to one- on-one career counselling. This method of counselling may have been preferred since the findings of the study noted that the number of career counselling was insignificant and hence the need to increase the number of career counsellors in the universities. Nyutu (2020) findings on the effectiveness of counselling services on academic performance and retention rate of undergraduate students in universities in Kenya is in agreement with the current study. Nyutu (2020) established that student’s attitudes to use services were influenced by peers as noted by the current study. The study further agrees with the current findings that the counsellors were too few in comparison with the number of students. This study further advocated for more career counsellors due to large student’s numbers and is in agreement with Egbochuku and Alike (2010) who found inadequate representation of guidance and counselling due to few career counsellors.

This study established that the classroom programmes did not allow for confidentiality as the students preferred personalised attention. The implication here is that failure to provide confidentiality to student’s career related difficulties was likely to cause anxiety and failure to seek help. The main goal of guidance and counselling

was to relieve distress and get persons back to function normally. This involves how counselling made individuals to feel—about themselves after utilizing services (Egbochuku & Alika 2010).

“... I am expected to assist students on career counselling, yet my office has only one computer and no psychometric testing and tools to examine student’s aptitudes and skills.” (*Female career counsellor-public university*)

The career counsellors lamented about the poor university facilities and advocated for modernised career counselling resources if they were to have meaningful impact. For instance, the career counsellors were concerned about few computers and the need for psychometric and testing tools to assist in testing students’ aptitudes and skill sets. The psychometric assessment tools were noted ideal in helping the career counsellors evaluate students’ abilities such as skills, knowledge, personality traits, attitudes and job potential just to mention a few. These are essential in university career counselling centres since without them the career counsellors are limited to how far they can assist their clients. This finding might influence the number of students using the services, hence, a need to escalate the resources for efficient uptake. The better the services the more the consumption of career counselling, leading to increased employability.

The researcher notes that despite the status in findings, by and large, career counselling offers essential components that comprise of multiple facets of university student’s experience, access to resources, information, guidance by career counsellors and career assessment. The implication for this finding is that adequate resources and facilities remain critical in the implementation of an effective career-counselling programme in Nairobi County.

The current study established that universities in Nairobi City County offered several services such as C.V writing skills, job placements, and career guidance, career fairs, attachments, mentorships, networking, course advising self-awareness programmes, self-esteem, identification of strengths and weakness and selection of majors. It is impressive that some of these programmes were accessible in some universities, while not all institutions were practicing the stated services.

Largely, the strategies cited by respondents such as continuous awareness programs, mandatory career counselling, professionalism, divergent approaches in counselling mentorship programmes, equipped career offices, internships and attachments, inclusion of students in career programmes and its implementation, inclusion of parents and industry linkages among others were valuable. The implication for the above is that Kenyan universities have an obligation to ensure that they have policies in place to ensure that they realize the position of career counselling.

4.4 Summary of Key Findings.

This section presents the summary of the research findings.

In terms of demographics, there were more female respondents than males. In terms of the career counsellors, there were also more female career counsellors than their male counterparts.

Majority of the respondents were aged between 21 to 23 years old. Few respondents were currently working.

On attitudes towards career counselling, descriptive findings indicated that on average, the respondents had positive attitudes towards career counselling.

Findings on the uptake of career counselling services, the study established that uptake was relatively low.

Findings on the relationship attitudes towards career counselling and uptake of career counselling services established a weak positive relationship. Further analysis established that the relationship between attitudes and uptake of career counselling in terms of frequency of utilization and perceived usefulness were also not statistically significant.

Findings on the strategies that can be put in place to enhance attitudes towards career counselling in order to increase uptake of career counselling services, established that most of the participants would like to be provided with continuous career counselling awareness and education, professionalization of career counselling programmes and modification of the promotion approaches, while others suggested that career counselling should be made a compulsory unit course and taught to all students. Yet others advocated for mentorship programmes from alumni and well-equipped career staff to boost the levels of uptake of the services.

The researcher recommends that although the career services are provided in some universities, there is need for efforts to improve them across the board for as many students as possible to consume them in order to enhance their career skills for improved job opportunities.

Further, the university students ought to be responsive in searching for opportunities that would enrich their career counselling experiences, despite the availability of the programmes in their universities. There is need for personal responsibility and intrinsic factors of motivation that ought to be inculcated in students. This might be

why the researcher recommends for an additional theory of motivation that may be incorporated in the career counselling practice.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This study was set out to investigate the relationship between attitudes towards career counselling and uptake of career counselling services among students in universities in Nairobi City County.

This chapter presents summary of the findings of this study based on the objectives, conclusions, recommendations of the findings, and suggestions for future research.

5.2 Summary of the Findings

This study discusses the summary of the findings as per the objectives

5.2.1 Attitudes towards Career Counselling among students in universities in Nairobi City County

It was crucial to establish student's attitudes towards career counselling in universities in Nairobi City County in Kenya. These were positive neutral or negative evaluative dispositions of career counselling that have affective, cognitive and behavioural components. Establishing attitudes towards career counselling was crucial as it is important in providing an environment for career counselling to thrive in universities. It is through such conditions that university students are able to consume career services effectively. Positive attitudes towards career counselling guarantees acquisition of skills necessary for graduate transition for employment and nation-wide development.

The findings established that attitudes towards career counselling was positive among the university students in Nairobi City County. This position was due to the role

career services played in assisting students make career decisions by choosing appropriate courses and therefore provided relevant skills for the employment. In addition, the universities made effort to provide the available services to students with an aim of enhancing their career development.

The study revealed that seminars, job search skills, C.V writing skills and internships were accessible to students as they sought help from the career centres. The career counsellors were available to offer help to the students, although they were few in number, the career programmes were seen with optimism as being able to provide relevant employability skills needed for one to sustain in the job market, hence the positive attitudes.

5.2.2 The Uptake of Career Counselling Services among students in universities in Nairobi City County

It was important to find out the level of uptake of career counselling services among students in universities and to establish the frequency at which they utilized the career services and how useful they perceived the services. This finding would assist in determining ways of addressing issues that affect uptake and focus on growing the usage career counselling programmes provided to assist students. This way, the universities will be assured that the graduates are equipped with skills required to transition effectively to the job market with minimal difficulties. This will ensure that students graduate within the expected time and prevent costs due to course changes and lack of skills.

The study found that uptake in terms of frequency of utilization was low among the students. Students were not frequently using the career services even when they

experienced some difficulties. Students who used the career services mostly consumed the services once a year during career fairs when organisations visit the universities and show case their products. Others visited the centres once a semester, or when applying for job. Such low frequency of use was not adequate enough to help in solving students' academic and career difficulties.

The study similarly found that uptake in terms of perceived usefulness was low among students. It was noted that although students used the services, the findings indicated that they did not perceive the services as useful. Perception to use or not to use services influenced their uptake due to reasons such as fear of humiliation by others and reactions from peers. Other factors include lack of confidentiality from career counsellors when they share personal information. It was noted that unexciting programs and lack of involvement by students produced poor marketing strategies that lead to lesser impact. Such worries could influence them from seeking career help preferring to stay away from being embarrassed causing low uptake of career counselling services.

5.2.3 Relationship between Attitudes and Uptake among students in Nairobi

City County

It was necessary to establish the relationship between attitudes and uptake so that the right conclusions on how the variables relate with each other are made. Findings on the relationship between attitude's and uptake of career counselling services revealed that there was a significant positive relationship. This indicated that respondents who presented with positive levels of attitude also presented higher uptake in terms of frequency of utilization and previewed usefulness. The implication for this finding is that there is a possibility of students who valued the practices in career counselling,

appreciated and continued using the services consistently, however, those students who did not treasure the services did not value the practices of career counselling and therefore did not perceive them as useful.

5.2.4 Strategies to Promote Positive Attitudes and Increase Uptake among students in Nairobi City County

In this study, the aim of career counselling services in universities was to increase knowledge of self and match these qualities to the work place capabilities with a goal to of providing skills to navigate employment with ease and self-self-assurance. These would be accomplished through increasing student's uptake of career counselling services.

During the research, several strategies to enhance attitudes and increase uptake of career services arose. The strategies were; continuous and compulsory career counselling, making career counselling a unit course, integration of numerous marketing strategies including students in the promotional and marketing of the services, professionalism and include the number of career counsellors. Hence, universities would be able to enhance attitude's and consequently increase uptake of career counselling services.

5.3 Conclusions

In conclusion, this study established that attitudes towards career counselling was satisfactorily favourable. The study noted that the services provided by career counsellors were necessary in providing skills necessity to assist students in their career development. The study further noted that positive attitudes played an important role in the motivation of students to have optimistic views towards the

programme. Uptake of career counselling services is challenged by factors that encouraged low levels of uptake. The high enrolment of student's vis-a vis the shortage of career counsellors coupled with feelings of embarrassment and tedious services plus confidentiality issues led to low frequency of utilization and low perceived usefulness of career counselling services. Moreover, student's perception of the programmes combined with lack of involvement of students in the career process worked against seeking counselling help.

There was evidence that significant positive relationship exists between attitudes and uptake of career counselling services. This meant that students who presented with positive levels of attitude also presented higher levels of uptake of career counselling services. Indicating that those who had optimistic views regarding careers were more likely to use the services. There is need to address low usage of services in universities in an effort to ensure that all graduates attained career skills.

Various strategies were suggested to enhance attitude's and increase uptake of career counselling services. Continuous career counselling appeared to be the main factor, followed by compulsory career counselling, professionalism including number of career counsellors, diversification of promotional programmes and involvement of students. These suggestions support this study's findings and hence expose the urgent need for interventions in career counselling.

5.4 Recommendations of the Study

Based on the finding of the study, the following recommendations were made for policy makers, implementers, researchers and other stakeholders.

5.4.1. Recommendations for Policy Makers and Implementers

1. There is need to strengthen career-counselling programmes particularly in areas where students showed low and moderate uptake to higher levels. This is based on the low uptake of career counselling services.
2. There is need to focus on student's perception of carer services based on varied opinion about services by continuous modelling and simulation to enhance student's perception. The constant reminders can act as motivators to inspire students towards sustaining positive attitudes towards career counselling.
3. There is need for the university administration to strengthen career-counselling by increasing the number of career counsellors. This was based on the low number of career counsellor's vis-a vis the increasing number of students.
4. Refurbishment of the career-counselling programmes is necessary. This is based on uninteresting services and the acquisition of modern equipment and would stimulate students for increased uptake.
5. Linkages between universities and industry is necessary for increased skillset. The linkages will ensure that university students are exposed to real first handwork experiences for job training.
6. This study revealed that collaboration among lecturers, university students and their parents was necessary as the partnership may provide psychological comfort between students and their parents. The concerted efforts may reduce parental pressure on students and lessen financial strain.

5.5 Suggestions for Further Research

From the findings of the study, the following suggestions were made for further research:

1. Further research on the relationship between attitudes and uptake at a wider scope in terms of a larger sample size incorporating all academic years of study, as the current sample was restricted to fourth year undergraduate students.
2. Further research on the relationship between attitudes and uptake at a more diverse cohort of university students, for instance, students that are from universities in different parts of the country should be carried out. This will provide an extensive understanding of effects of uptake in respect to attitudes by students across the board.
3. Current study was correlational; there is need for further longitudinal research study to establish causal factors of attitudes.
4. Research into other factors affecting uptake of career counselling services apart from attitudes is similarly recommended. This will ensure that all basic factors for difficulties in utilization of services by students are known for purposes of intervention.
5. Further research to explore factors associated with perception on career counselling programmes. The related factors would be considered in an effort to restore self-confidence among university students.
6. Research on the impact of collaboration/partnership between students, faculty and counsellors. This will provide students with general

understanding of the world of work by providing relevant experience, while suggesting areas of weaknesses for purposes of intervention.

7. Research on the influence of social media as a marketing tool in facilitating career awareness programmes. This will ensure that all students using the different social media platforms are able to receive information in real time for purposes of intervention.

This study made recommendations for future theories:

1. New theories to enrich the career counselling literature
2. A need for a humanistic theory in motivation to supplement the career counselling literature.

This study made recommendations for practice:

1. Coordination of new approaches and techniques by career practitioners to enrich the career counselling practice.
2. Provide and educate career-counselling practitioners with modern resources and current literature to enhance the career practice.
3. Collaborative approach between administrator's lectures students and industry to improve employability skills to advance the career practice

This study made recommendations for policy:

1. Government to institute new policies for collaboration with industry and ensure institutions are providing mentorship.
2. Policy makers to make appropriate decisions to strengthen career counselling.

3. Universities should ensure commitment to the policy implementation framework.

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APPENDICES

Appendix I: Introduction Letter and Consent Form

University_____

Department_____

Good morning/Afternoon,

My name is Newa Elsie Opiyo, a PhD student at Kenyatta University in the department of Psychology. I am conducting a study on “Relationship between attitude towards career counselling and uptake of career counselling services among students in universities in Nairobi County.” You have been chosen to participate in the study due to your position as a student.

Any information given will only be used for the study and will therefore be treated with utmost confidentiality and as such will bear no identifying information. Please remember that the participation in the study is voluntary. If you agree to participate please sign below.

Respondents Consent: I consent to participate in the study on “Relationship between attitude towards Career Counselling and uptake of Career Counselling services among students in selected universities in Nairobi County” by voluntarily signing the consent form.

I understand that this information will be used for the study only and will be treated with utmost confidentiality.

Participant’s Signature. _____Date _____

Thank you.

Yours faithfully,

Name: Newa Elsie Opiyo

Signature_____

Appendix II: Data Collection Instrument for Students

INSTRUCTIONS

- i) This questionnaire consists of **five (5) pages printed on one side**
- ii) You are not required to write your name anywhere on this scale.
- iii) Please **answer all questions** to the best you can in the **four (4) sections by Ticking [√] and provide explanation where applicable**
- iv) Please **note that there are no right or ‘wrong’ answers**, only your honest opinion counts.

SECTION 1: DEMOGRAPHIC INFORMATION

- 1. Name of the university _____
- 2. Gender: Male () Female ()
- 3. Age in years: () 18-20 () 21-23 () 24-26 () 27-29 () Above 30
- 4. Faculty/ program /Department

- 5. Program/Course of study _____
- 6. Current working status: Never worked before () Worked before but not working now () working part time () working fulltime ()

SECTION 2: ATTITUDE TOWARD CAREER COUNSELLING SCALE

- 7. Indicate the degree to which you agree or disagree with the statements below using a scale of 1 to 5, where 1= Disagree, 2=Somewhat Disagree, 3= Somewhat Agree, 4= Agree 5=Strongly Agree

.	Statements pertaining to Career counselling	1	2	3	4	5
i.	If a career related dilemma arose for me, I would be pleased to know that career counselling services are available					
ii.	Career counselling can be an effective way to learn what occupation is best suited for my interests.					

	Statements pertaining to Career counselling	1	2	3	4	5
iii.	Career counselling is a valuable resource in making a career choice					
iv.	If I was in a career transition, I would value the opportunity to see a career counsellor					
v.	If I were having trouble choosing a major, I would not hesitate to schedule an appointment with a career counsellor.					
vi.	I could easily imagine how career counselling could be beneficial for me					
vii.	Working with a trained career counsellor might be a helpful way to feel more confident about career decisions.					
viii.	With so many different ways to get help on career related decisions, I see career counselling as relatively important					
ix.	Career guidance and counselling assists students to access career information in order to make appropriate career choices.					
x.	If I were experiencing a serious career problem at this point in my life, I would be confident that I could find relief in career counselling					

SECTION 3: UPTAKE OF CAREER COUNSELLING SERVICES SCALE

8. Below in the table are statements of services offered as part of career counselling in many universities. Indicate;
- Which service you have received from your university career services
 - How frequently do you utilize the service?
 - How useful do you perceive each of the services received?

	Statements on utilization of career counselling /services in universities	a) Frequency of utilization				b) Perceived usefulness			
		Never	Rarely	Often	Very often	useful	Not useful	useful	Very useful
i.	I have received Guidance on career matters								
ii.	I have attended career counselling sessions								
iii.	I have received training on interviewing skills								
iv.	I have attended job search strategy sessions								
v.	I have attended university Career fairs								
vi.	I have received help with Curriculum vitae (CV) writing								
vii.	I have participated in Internships/ attachments								
viii.	I have attended Alumni meetings								
ix.	I have made Career related inquiries								
x.	I have taken Psychometric assessment tests at the career centre								

SECTION 4: STRATEGIES THAT CAN BE USED TO PROMOTE POSITIVE ATTITUDE TOWARDS CAREER COUNSELLING

9. What strategies can be used to promote positive attitude towards career counselling services in order to increase uptake of career services among students in universities in Nairobi County Kenya?

- i) _____
- ii) _____
- iii) _____
- iv) _____

10. What strategies can be used to increase uptake of career counselling services

- i) _____
- ii) _____
- iii) _____

11. What recommendations would you make towards the improvement of career counselling services in universities in Nairobi County, Kenya?

- i) _____
- ii) _____
- iii) _____

Thank you for your time and contribution

Appendix III: Key Informant Interview Guide for Career Counsellors.

SECTION A: PERSONAL INFORMATION

1. Name of University _____

2. Gender of Interviewee _____

3. Level of professional qualification:

Ph.D. () Masters () First degree () Higher Diploma () Certificate ()

SECTION B: STATUS OF THE CAREER COUNSELLING SERVICES IN THE UNIVERSITY.

1. List the career services that you offer at your university?

1. What is your view about the general attitude of students towards career counselling services in your university?

2. What is the level of uptake of career counselling services by the students in your university?

3. In what ways does the university provide awareness of the career counselling services to students?

4. What are the challenges experienced in your university with regard to uptake of career counselling services by students?

5. List the services students utilize most and least from the Career Counsellors at your university services utilized most

i) _____

ii) _____

iii) _____

iv) _____

6. Services least utilized

i) _____

ii) _____

iii) _____

7. What interventions can be put in place to increase utilization of career counselling services by students in your university?

Thank you for your time and patience

Appendix IV: Focus Group Discussion Guide

Questionnaire topic: Relationship between attitude toward Career Counselling and uptake of Career Counselling services among students in universities in Nairobi County”

General statement

The data collected for this study is purely for learning purposes. It will be kept confidential.

1. What career counselling services are available in your university?
2. What is your view about perceived usefulness of career counselling services in university?
3. Are student’s frequently utilizing career counselling services in your university?
Please give reasons.
4. What measures can your institution put in place to increase the frequency of use of career counselling services in your university?
5. Give any other comments regarding challenges of career counselling in universities

Thank you for your time and patience

Appendix V: Kenyatta University Research Authorization Letter



KENYATTA UNIVERSITY ETHICS REVIEW COMMITTEE

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Our Ref: KU/ERC/APPROVAL/VOL.1 (59)

Date: 4th December, 2017

Newa Elsie Opiyo
Kenyatta University
P.O. Box 43844-0100
NAIROBI.

Dear Newa,

APPLICATION NUMBER PKU/689/I764 "RELATIONSHIP BETWEEN ATTITUDE AND UTILIZATION OF CAREER COUNSELING SERVICES AMONG STUDENTS IN SELECTED UNIVERSITIES IN KENYA"

1. IDENTIFICATION OF PROTOCOL

The application before the Committee is with a research topic Application Number **PKU/689/I764** "Relationship between Attitude and Utilization of Career Counselling Services among Students in Selected Universities." received on 30th May 2017 and discussed on 27th June 2017 and re-reviewed on 27th July 2017.

2. APPLICANT

Newa Elsie Opiyo

3. SITE

Kenya

4. DECISION

The Committee has considered the research protocol in accordance with the Kenyatta University Research Policy (Section 7.2.1.3) and the Kenyatta University Review Committee Guidelines

AND APPROVED that the research may proceed for a period of ONE year from 1st August 2017.

ADVICE/CONDITIONS

- i. Progress reports are submitted to the KU-ERC every six months and a full report is submitted at the end of the study.
- ii. Serious and unexpected adverse events related to the conduct of the study are reported to this committee immediately they occur.
- iii. Notify the Kenyatta University Ethics Committee of any amendments to the protocol.
- iv. Submit an electronic copy of the protocol to KUERC.

When replying, kindly quote the application number above.
If you accept the decision reached and advice and conditions given please sign in the space
Provided below and return to KU-ERC a copy of the letter.



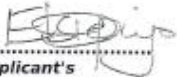



DR. TITUS KAHIGA
CHAIRMAN ETHICS REVIEW COMMITTEE


I Eric O. New accept the advice given and will fulfill the conditions therein.

Signature..... ESPP Dated this day of 4th December2017.

C.c. DVC Research Innovation and Outreach

Appendix VI: NACOSTI Research Permit

<p>THIS IS TO CERTIFY THAT: MS. NEWA ELSIE OPIYO of KENYATTA UNIVERSITY, 0-800 NAIROBI, has been permitted to conduct research in <i>Nairobi County</i></p>	<p>Permit No : NACOSTI/P/17/53869/19616 Date Of Issue : 13th October,2017 Fee Recieved :Ksh 2000</p>
<p>on the topic: RELATIONSHIP BETWEEN ATTITUDE AND UTILIZATION OF CAREER COUNSELING SERVICES AMONG STUDENTS IN SELECTED UNIVERSITIES IN KENYA</p>	
<p>for the period ending: 13th October,2018</p>	 Director General <i>National Commission for Science,</i> <i>Technology & Innovation</i>
 Applicant's Signature	
<p>CONDITIONS</p>	 REPUBLIC OF KENYA
<ol style="list-style-type: none">1. The Licence is valid for the proposed research, research site specified period.2. Both the Licence and any rights thereunder are non-transferable.3. Upon request of the Commission, the Licensee shall submit a progress report.4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.6. This Licence does not give authority to transfer research materials.7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.	 National Commission for Science, Technology and Innovation RESEARCH CLEARANCE PERMIT
	<p>Serial No.A 16192 CONDITIONS: see back page</p>

Appendix VII List of Universities

Kenyan's Full-fledged Public Universities by December, 2015

- 1. University of Nairobi-UON**
- 2. Kenyatta University –KU**
- 3. Moi University**
- 4. Egerton University**
- 5. Jomo Kenyatta University of Agriculture and Technology –JKUAT**
- 6. Maseno University**
- 7. Masinde Muliro University of Science and Technology**
- 8. Dedan Kimathi University of Technology**
- 9. Technical University of Kenya**

Kenya's Private Chartered Universities by December, 2015

- 1. Africa Nazarene University.**
- 2. St. Paul's University.**
- 3. Kenya Methodist University.**
- 4. The Pan Africa Christian University.**
- 5. Catholic University of Eastern Africa - CUEA**
- 6. Daystar University**
- 7. Kabarak University.**
- 8. University of Eastern Africa, Baraton.**
- 9. United States International University - USIU**
- 10. Mt. Kenya University- MKU**
- 11. Strathmore University.**