

**THE ROLE OF CAREER GUIDANCE AND COUNSELLING IN CAREER
AWARENESS AND PLANNING AMONG PUBLIC SECONDARY SCHOOL
STUDENTS IN KENYA**

OWEN NGUMI NDUNG’U, B.Ed. (Sc), M.Ed.

**A Thesis Submitted to the Graduate School in Partial Fulfilment of the
Requirements for the Award of the Degree of Doctor of Philosophy in Counselling
Psychology**

EGERTON UNIVERSITY

DECEMBER 2008

DECLARATION AND RECOMMENDATION

Declaration

I declare that this thesis is my original work, and has not been previously presented for the award of a degree in any other University.

Owen Ngumi Ndung'u, M.Ed.

Date

Recommendation

This Thesis has been submitted for examination with our approval as University supervisors.

Prof. Aggrey M. Sindabi, Ph.D.

Date

Department of Psychology Counselling
and Educational Foundations

Rev. Dr. Fr. Stephen Mbugua, Ph.D.

Date

Department of Psychology Counselling
and Educational Foundations

Dr. Mary W. Kariuki, Ph.D.

Date

Department of Psychology Counselling
and Educational Foundations

COPYRIGHT

© 2008

Owen Ngumi Ndung'u

All rights reserved. No part of this thesis may be reproduced or transmitted in any form by means of mechanical, including photocopying, recording, or any information storage or retrieval system without permission in writing from the author or Egerton University on that behalf.

DEDICATION

I dedicate this Doctoral Thesis to my very beloved wife Salome Muthoni who inspires me each day with her love and commitment, my adorable children; son, Innocent Ndung'u and daughter, Hope Wanjiru, who give me a reason to rise up early each morning.

ACKNOWLEDGEMENT

The road to success in education, and attaining the highest award of a doctor of philosophy has not been by any means a menial task. The journey has been long, rough and tiring, requiring hands to hold, friends to lean on, shoulders to cry on, and ears to listen. First and foremost I thank the Almighty God for His immense blessings in my life and enabling me to get to this level at this point in time.

I am greatly indebted to my parents Charles Ndung'u and Veronica Wanjiru, who have been sources of great wisdom, love, care, encouragement and inspiration throughout my life. I recognize the unceasing encouragement I have received from my parents in-law; Hon. Justice Isaac Mukunya and Margaret Kiiru. I thank my siblings Wanjiku, King'ori, and Mbogo with whom I have grown up and for their unending encouragement. I wish to pay tribute to all my teachers through the circles of education, without whose effort this venture would have remained only a dream.

I pay much gratitude to my wife Salome, son Innocent, daughter Hope and cousin Grace for enduring many long hours without my attention and for their efforts to give me peace and space to work on this document. Special thanks go to my supervisors Dr.Fr. Stephen Mbugua, Dr.Mary Kariuki, and Prof. Aggrey Sindabi for guiding me through the vast jungle of education and ensuring that each piece in the jigsaw falls into place. I recognise the contribution of Dr. P. Chegge Mungai during the formative stages of this thesis. In the same light I thank my examiners Prof. John Agak and Prof. N.J Kathuri for their worthy contribution in examining this thesis.

I cannot forget the strength I have received from my friends Prof. Mwaniki Ngari, Tabitha Mwaniki, George Makori, Joseph Waithaka, Peter Muhoro, Joseph Mwenda, Anastasia Thiong'o, The Late Rev.Fr.Daniel Kariuki, Dr. Milka Mutuku, Sr. Mary Githinji, and Mariam Issah. I am greatly humbled by the generosity of Joseph Mwenda, who offered me a place to stay in Nairobi during data collection, my nephews Daniel Kianduma and Martin Minjire who guided and drove me around during data collection in Nairobi.

I am grateful to Catherine Mumiukha for assisting me to collect some of the data, and Esther Joe who endured long hours and days to key in the data into the computer. Finally

I wish to thank all members of staff in the Department of Psychology, Counselling, and Educational Foundations for their immense support, especially Dr.Chepcheng' and Madame Mathenge. I express my appreciation to Egerton University for facilitating this endeavour through tuition waiver, research grant, and giving me leave to work on this project. To all these and many others, who assisted me, may God Bless You Always.

ABSTRACT

Guidance and counselling programme has become an important integral part of the school system in Kenya. Career guidance and counselling services which are components of the guidance and counselling programme are vital activities because one of the long-term goals of education is career placement. If education is to realise this goal, then learners should have appropriate career information and undertake career exploration before making career choices. This aspect of learning can only be effectively handled under the context of guidance and counselling; to create career awareness and career planning that will then influence learners' career decisions. The purpose of this study was to assess the career awareness and planning among secondary school students and the role that career guidance and counselling plays in their career decision-making process. Further, the study looked into the perceptions of students, school counsellors, and class teachers about the role of career guidance and counselling. The study was a descriptive survey, and adopted the *ex-post-facto* research design. The study was conducted in Nyeri District, Nakuru District, and Nairobi Province of Kenya. The target population was 22,746 Form Three students in the 290 public secondary schools in the study areas. Stratified random sampling was used to select 392 students from 31 schools, for the study. In addition, purposive sampling was used to select 62 school counsellors and 62 class teachers to be included in the sample. The data was collected using three different questionnaires and analysed using the Statistical Package for Social Sciences (SPSS) Version 11.0 computer programme. Descriptive statistics (frequency tables, percentages and cross tabulations), and inferential statistics (One-way ANOVA, Pearson's correlation, and Chi-Square test) were used in data analysis. The findings of the study showed that students, school counsellors, and class teachers perceived that career guidance and counselling played a significant role in the career awareness and career planning of secondary school students. Majority of the students in Kenya's secondary schools were found to have high levels of career awareness and career planning. From the findings it was observed that demographic characteristics such as category of school and setting of the school did not influence the career awareness and career planning of students. There were no gender differences in students' career awareness, but female students had higher levels of career planning than male students. The results were expected to be significant in enriching the national human resource development process, through provision of appropriate career guidance and counselling services to secondary school students and beyond.

TABLE OF CONTENTS

	Page
DECLARATION AND RECOMMENDATION	ii
COPYRIGHT	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT.....	v
ABSTRACT.....	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF FIGURES	xiv
LIST OF ABBREVIATIONS AND ACRONYMS	xv
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	2
1.3 Purpose of the Study	3
1.4 Objectives of the Study	3
1.5 Hypotheses of the Study	4
1.6 Significance of the Study	4
1.7 Scope of the Study	5
1.8 Limitations of the Study.....	5
1.9 Definition of Terms.....	5
CHAPTER TWO	8
LITERATURE REVIEW	8
2.1 Introduction.....	8
2.2 Definition and Meaning of Vocational / Career Guidance and Counselling	8
2.3 Development of Vocational / Career Guidance and Counselling.....	10
2.4 Career Development in the School System	12
2.5 The Current Status of Career Development in Kenya's Education System.....	20
2.6 Career Guidance and Counselling	22
2.7 Career Assessment	29
2.8 Career Development Theories	31

2.9 Conceptual Framework	43
CHAPTER THREE	46
RESEARCH METHODOLOGY	46
3.1 Introduction.....	46
3.2 Research Design.....	46
3.3 Location of the Study.....	46
3.4 Population of the Study.....	47
3.5 Sampling Procedure and Sample Size	48
3.6 Instrumentation	53
3.7 Data Collection Procedure	54
3.8 Data Analysis	54
CHAPTER FOUR.....	55
RESULTS AND DISCUSSION	55
4.1 Introduction.....	55
4.2 The Status of Career Guidance and Counselling in Kenya’s Public Secondary Schools	55
4.3 Career Awareness and Career Planning among Public Secondary School Students	63
4.4 Relationship between Career Guidance and Counselling Services and Students’ Levels of Career Awareness and Career Planning	71
4.5 Relationship between the Students’ Career Awareness and Career Planning, and Selected Demographic Characteristics	73
4.6 Perceptions of Respondents about the Role of Career Guidance and Counselling in the Students’ Career Awareness and Career Planning.....	80
4.7 Relationship between Students’ Perceptions and Levels of Career Awareness and Career Planning	84
4.8 Relationship between the Perceptions of Students, School Counsellors and Class Teachers, and selected Demographic Characteristics.....	85
4.9 Recommendations on the Improvement of Guidance and Counselling.....	93
CHAPTER FIVE	95
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	95
5.1 Introduction.....	95
5.2 Summary	95

5.3 Conclusions.....	96
5.4 Recommendations.....	97
5.5 Suggestions for Further Research.....	97
REFERENCES.....	99
APPENDIX A: STUDENT QUESTIONNAIRE.....	105
APPENDIX B: SCHOOL COUNSELLOR QUESTIONNAIRE.....	109
APPENDIX C: CLASS TEACHER QUESTIONNAIRE.....	112
RESEARCH PERMITS.....	115
DISTRIBUTION OF SCHOOLS AND STUDENTS POPULATION.....	123
ABOUT THE AUTHOR.....	131

LIST OF TABLES

	Page
Table 1: Types, Descriptors and Occupations in Holland's Typology	36
Table 2: Distribution of Schools by Type and Category in the Study Area	47
Table 3: Distribution of Students by Gender and Category of School in the Study Area	48
Table 4: Distribution of Sample Schools by Type and Category in the Study Area.....	50
Table 5: Distribution of Sample Students by Gender and Category of School in the Study Area	51
Table 6: Demographic Characteristics of Students in the Sample.....	52
Table 7: Demographic Characteristics of School Counsellors and Class Teachers in the Sample	53
Table 8: Teachers' and Class Teachers' Views on the Status of Career Guidance and Counselling	56
Table 9: Students' Frequency of Seeking Career Guidance and Counselling Services from School Counsellors and Class Teachers	59
Table 10: Students' Views on Status of Career Guidance and Counselling Services in Secondary Schools	60
Table 11: Students' Most Important Consultants on Career Issues	62
Table 12: Status of Career Guidance and Counselling Programme in Schools.....	63
Table 13: Students' Career Awareness Level	64
Table 14: Levels of Career Awareness among Students.....	67
Table 15: Students' Career Planning Level	68
Table 16: Levels of Career Planning among Students	70
Table 17: Relationship between Career Awareness and Career Planning	70
Table 18: Relationship between Career Guidance and Counselling Services and Students' Career Awareness	71
Table 19: Relationship between Career Guidance and Counselling Services and Students' Career Planning.....	72

Table 20: Means and Standard Deviation of Career Awareness Scores by Category of School	74
Table 21: ANOVA of Students' Career Awareness Scores by Category of School	74
Table 22: Means and Standard Deviation of Career Planning Scores by Category of School	75
Table 23: ANOVA of Students' Career Planning Scores by Category of School	75
Table 24: Means and Standard Deviation of Career Awareness Scores by Rural-Urban Setting	76
Table 25: ANOVA of Students' Career Awareness Scores by Rural-Urban Setting	76
Table 26: Means and Standard Deviation of Career Planning Scores by Rural-Urban Setting	77
Table 27: ANOVA of Students' Career Planning Scores by Rural-Urban Setting	77
Table 28: Means and Standard Deviation of Career Awareness Scores by Gender	78
Table 29: ANOVA of Students' Career Awareness Scores by Gender	79
Table 30: Means and Standard Deviation of Career Planning Scores by Gender	79
Table 31: ANOVA of Students' Career Planning Scores by Gender	80
Table 32: Responses of Students, School Counsellors, and Class Teachers on the Perception of The Role of Career Guidance and Counselling	82
Table 33: Means and Standard Deviation of Perception Test Scores of Students, School Counsellors, and Class Teachers	83
Table 34: ANOVA of Perception Test Scores of Students, School Counsellors, and Class Teachers	83
Table 35: Relationship between Perception and Career Awareness	84
Table 36: Relationship between Perception and Career Planning	85
Table 37: Means and Standard Deviation of Perception Test Scores of Students with Respect to Gender	86
Table 38: ANOVA of Perception Test Scores of Male and Female Students	86

Table 39: Means and Standard Deviation of Perception Test Scores of Students with Respect to Categories of Schools.....	87
Table 40: ANOVA of Perception Test Scores of Students in National, Provincial, and District Schools.....	87
Table 41: Means and Standard Deviation of Perception Test Scores of Students with Respect to Rural Urban Setting of Schools.....	88
Table 42: ANOVA of Perception Test Scores of Students in Rural and Urban Schools.....	88
Table 43: Means and Standard Deviation of Perception Test Scores of School Counsellors with Respect to Categories of Schools	89
Table 44: ANOVA of Perception Test Scores of School Counsellors in National, Provincial, and District Schools.....	89
Table 45: Means and Standard Deviation of Perception Test Scores of School Counsellors with Respect to Rural Urban Setting of Schools	90
Table 46: ANOVA of Perception Test Scores of School Counsellors in Rural and Urban Schools	90
Table 47: Means and Standard Deviation of Perception Test Scores of Class Teachers with Respect to Categories of Schools	91
Table 48: ANOVA of Perception Test Scores of Class Teachers in National, Provincial, and District Schools.....	92
Table 49: Means and Standard Deviation of Perception Test Scores of Class Teachers with Respect to Rural Urban Setting of Schools.....	92
Table 50: ANOVA of Perception Test Scores of Class Teachers in Rural and Urban Schools.....	92
Table 51: Recommendations by School Counsellors and Class Teachers.....	93

LIST OF FIGURES

	Page
Figure 1 Maslow's Hierarchy of Needs	40
Figure 2. The Interaction among Factors in the Career Decision Making Process	45

LIST OF ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
DEO	District Education Officer
PDE	Provincial Director of Education.
RIASEC	Realistic, Investigative, Artistic, Social, Enterprising, and Conventional
SPSS	Statistical Package for Social Sciences

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Guidance and counselling programme is one of the most important components of the school curricular activities. The wide range of behavioural problems in schools has amplified its vitality. However, one of the greatest challenges facing guidance and counselling services is lack of empirical research on career development and hence lack of implementation of sound policies (Skorikov, 2007). Guidance and counselling is an integral part of schooling and a lot of emphasis should be laid on its implementation to ensure that its objectives are realised. Educational guidance, which is a component of guidance and counselling, is a vital activity in the education system. It is consumed by learners and helps them set proper educational and developmental goals as well as pursuance of the right type of education (Makinde, 1984).

Vocational guidance is a component of the guidance and counselling programme, which lays emphasis on participation in occupations of economic and social values. It assists the consumers, (particularly students) in exploring available training and occupations, as well as to gain insight into the world of work and acquire the value and dignity of work (Makinde, 1984). Career guidance activities should focus on career education, career awareness, career planning, and placement. Thus, educational counselling is a precursor to vocational counselling and the two go hand in hand in preparing the youth for future occupational activities. The role of career guidance and counselling in schools is to foster the career development of learners. Therefore, lack of it undermines the economic productivity of a country due to lack of proper career preparation, training, placement, and satisfaction.

Sifuna (1990) names lack of employment as a major challenge to the education system in Kenya. He cites this as one of the factors that led to the introduction of the 8-4-4 system of education. The aim of this system was to enable graduates from all cycles of education (primary, secondary, and tertiary) to have vocational and technical skills so as to enable them engage in self – employment. However, unemployment is still rampant, almost two decades since the introduction of the 8-4-4 system of education. This situation has been

referred to as one of the fallacies within the country's philosophy of education (Ogola, 2002). While unemployment may be due to poor economy, there is still a possibility that lack of appropriate career information may be a contributing factor.

Government of Kenya (1999), noted that Kenya's institutions of learning have failed to inculcate positive attitudes towards work, and recommended a redesigning of the institutions' approach with a view of improving this situation. Compounding to the overall problem of unemployment is laxity and poor performance in both the public and private sectors in the country. Lack of professionalism and non-adherence to professional ethics are widespread within Kenya's workforce. A scrutiny of this situation gives indication that there may be an underlying fundamental problem of lack of proper vocational/career guidance and counselling. Makinde (1984), points out that guidance and counselling in Africa will bear fruit only if it focuses on educational, vocational, and career planning skills, among other things.

In order for career guidance and counselling to make a significant contribution, it must impart a significantly high level of career awareness, which will lead to appropriate career planning and decision-making. Luzzo, James & Luna (1996), found that students who received an attributional retraining treatment, exhibited significant changes in their career beliefs and career exploration behaviours. Hence, career guidance and counselling leads to a deeper and wider understanding of one's personality and the world of careers. Patton and Creed (2001), studied developmental issues in career maturity and decision-making process, and found that there existed gender differences, but to a lesser extent. There was need to establish this in Kenya and include other demographic factors as well as other variables for research in the area of career guidance and counselling in Kenya, to find out the status of the career guidance and counselling programme, as well as, its contribution to students' career decision making process.

1.2 Statement of the Problem

One of the principle aims of education is to provide manpower for the economic sector of the country (Sifuna, 1990). In this light, among its objectives, education is seen as a powerful tool and indeed a precursor to career entry. The education system in Kenya has been structured to enable all graduates to be self-employed (Government of Kenya,

1999). In order for the country to maximise its production potential, the workforce must be made up of appropriate individuals working in appropriate occupational fields. Appropriateness here goes beyond training to include mental and psychological dispositions, interest, attitude, and ability to adjust to the challenges of the occupation.

The guidance and counselling programme has been mandated with the responsibility of providing career education for the purpose of facilitating among other issues, a match between career choice and personality dispositions. Lack of proper career education and career guidance in Kenya's schools, may have led to inappropriate career choices among students. This may eventually have led to misfits in the labour force due to lack of a proper match between the person and his/her career. There was need to investigate the status of career guidance and counselling at secondary school level with a view of assessing how students made career choices and what career guidance and counselling services contributed towards these decisions. Further, there was need to find out the extent to which career guidance and counselling programme enhanced this process through creation of career awareness leading to appropriate career planning, and career choice.

1.3 Purpose of the Study

The purpose of this study was to assess the role played by career guidance and counselling services in developing career awareness and career planning among students in public secondary schools in Kenya.

1.4 Objectives of the Study

The objectives of this study were: -

- i) To establish the status of career guidance and counselling programme in Kenya's secondary schools.
- ii) To determine the relationship between career awareness and career planning, among public secondary school students.
- iii) To determine the role of career guidance and counselling in the students' career awareness and career planning.
- iv) To establish the relationship between the students' career awareness and career planning and selected demographic characteristics.

- v) To determine the perceptions of students, school counsellors, and class teachers, about the role of career guidance and counselling, in the students' career awareness and career planning.
- vi) To establish the relationship between students' perceptions and levels of career awareness and career planning.
- vii) To establish the relationship between the students', school counsellors' and class teachers' perceptions and selected demographic characteristics.

1.5 Hypotheses of the Study

This study aimed at testing the following hypotheses.

- Ho₁. There is no statistically significant association between career guidance and the guidance and counselling programme in Kenya's public secondary schools.
- Ho₂. There is no statistically significant relationship between career awareness and career planning among public secondary school students.
- Ho₃. There is no statistically significant relationship between career guidance and counselling services and students' career awareness and career planning.
- Ho₄. There is no statistically significant relationship between the students' career awareness and career planning, and selected demographic characteristics.
- Ho₅. There are no statistically significant differences in the perceptions of students, school counsellors and class teachers, about the role of career guidance and counselling in the students' career awareness and career planning.
- Ho₆. There is no statistically significant relationship between students' perceptions and the level of career awareness and career planning.
- Ho₇. There is no statistically significant relationship between the students', school counsellors' and class teachers' perceptions and selected demographic characteristics.

1.6 Significance of the Study

A survey of literature indicates that very little research has been conducted in the area of career awareness and career planning among students in Kenya. The findings of this study are expected to highlight the status of career awareness and career planning in Kenya's secondary schools. The study was expected to bring to light the various challenges and problems facing students' career development with a view to improving the guidance and

counselling services. The Ministry of Education is expected to utilise the findings of this study to restructure the policy on guidance and counselling programme in Kenya's secondary schools and to develop a standard career guidance programme for Kenya's secondary schools. The Ministry of Education could also use the findings of this study to restructure teacher and counsellor training programmes to include adequate skills and content in career guidance and counselling. Finally, the findings of the study are expected to create awareness among all stakeholders in the education and work force development sectors on the need for the provision of career guidance and counselling services with emphasis on career awareness and career planning.

1.7 Scope of the Study

The study was conducted in Nyeri District, Nakuru District, and Nairobi Provinces of Kenya. These areas were selected due to their high populations and their geographical, cultural, and socio-economic diversities. Further, the study areas were expected to provide valid comparisons in terms of the rural – urban and male – female dimensions. The study targeted form three students in public secondary schools. This is because form three students are expected to be relatively mature in terms of career awareness and career planning. Further, students make subject choices just before joining form three and this forms the basis for their career planning.

1.8 Limitations of the Study

The results of this study were limited to the study areas and generalisation should therefore, be done with caution. This is because the implementation of guidance and counselling may not be uniform, and this may alter the variables in other parts of the country.

1.9 Definition of Terms

The following terms assumed the following operational meanings in this study: -

Career: - A job or profession for which one is trained and in which one intends to be involved through life.

Career awareness: - the extent to which an individual student perceives the self, the world of careers, and the relationship between self and an appropriate career. A student with a good understanding of these attributes has a high level of career awareness. In this

study, levels of career awareness were interpreted according to the score obtained in the career awareness test as follows: High (11-28), Undecided (29-39), Low (40-55).

Career counselling: - The process through which an individual student is empowered to know the self (abilities, interests, values), and to match one's personality to the most appropriate career. A student who has acquired these attributes has a high level of planning.

Career decision: - The process of pinpointing a career of choice after considering all factors highlighted in career awareness, career guidance, and career counselling.

Career development: - The entire process, through which an individual grows and develops, acquires knowledge and skills, enters a career, and progresses in it.

Career guidance: - The process of providing an individual with career information and information about the world of work (information, exploration). This term is used interchangeably with vocational guidance.

Career planning: - The totality of activities that an individual student is engaged in with the purpose of directing his/her life towards an identified career. In this study, levels of career planning were interpreted according to the score obtained in the career planning test as follows: High (11-28), Undecided (29-39), Low (40-55).

Category of School: - The group within which a school falls with respect to classification in Kenya. This may be National, Provincial, or District.

District: - An administrative region in the country, drawn from a province. Several districts make a province.

District School: - A public school that receives financial support from the government and admits students only from within the district in which it is situated.

Ministry of Education: - The department of the central government that is charged with the responsibility of overseeing all issues related to education, running schools and other institutions of learning, as well as controlling all educational activities in the country. In this study, Ministry of Education or Ministry will be used interchangeably.

National School: - A public school that receives financial support from the government and admits students from all parts of the republic of Kenya, based on their performance at KCSE level.

Province: - A large administrative region in the republic, drawn from the country.

Provincial School: - A public school that receives financial support from the government

and admits 85% of the students from within its home district and 15% from other districts in the province.

Public school: - A secondary school, which is maintained through government funding.

Role: - The contribution of guidance and counselling in career decisions.

School counsellor: - A teacher in secondary school who is charged with the responsibility of providing guidance and counselling services to students.

Secondary school: - An institution of learning in the second cycle of education in Kenya's education system. A student joins secondary school after successfully completing eight years of primary school.

Setting of School: - The place in which a school is situated with regard to rural and urban considerations.

Vocation: - A job which one does because he/she has a special fitness or ability to give service to others.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is a summary of the various scholarly works, which were reviewed for the purpose of this study. It focused on the meaning of career guidance and counselling, its role in career decision-making process, theories of career development, status of guidance and counselling services in Kenya, and the role of career assessment in counselling.

2.2 Definition and Meaning of Vocational / Career Guidance and Counselling

The term career guidance has for a long time been variously misunderstood due to lack of conceptual clarity, which has promoted and maintained ambiguity in the development of a common thinking ground (Patton & McMahon, 1999). The terms career, vocation, and occupation, have been used interchangeably to date. There can be no single definition of a career but a concise definition must include most key elements of career, which include an individual involvement, that is, occupational roles, positions occupied, work experiences, perceptions of career, and attitudes towards the career that an individual gets involved in during his/her preoccupation, occupational, and post occupational life (Patton & McMahon, 1999).

Vocational guidance is a process of helping an individual to choose an occupation, prepare for it, enter it, and progress in it (Mutie & Ndambuki, 1999). Thus career guidance is not a one step activity but a process that runs through the entire process of learning. It is in fact a life long process beginning from birth to death, having various stages and milestones through life. Vocational guidance and counselling is a phase of education, which enables individuals to comprehend the world of work, essential human needs, the dignity of labour, and the value of work (Makinde, 1984).

According to Makinde (1984), preoccupational career guidance and counselling, which is provided in educational institutions, has the following components: -

- i. *Awareness of work* -This involves developing in individuals, sensitivity towards work. It is a process of building a positive attitude towards work by creating an understanding of the dignity and value of work.

- ii. *Orientation* – This is a process of availing information to individuals about the careers that are availed by society. This is a way of enabling individuals understand the opportunities available and the limitations therein, so that they can make realistic decisions about the careers they wish to pursue.
- iii. *Exploration* –This is a process in which individuals are availed hands-on experiences of the occupations available. Individuals are able to view the conditions of the occupation and even try them out.
- iv. *Preparation and placement* – This involves the actual entry into an occupation. This process involves letting the individual understand the requirements of the career including training, and effective congruent lifestyles.

In the 21st century, the youth in Kenya are at crossroads educationally, socially, economically, and in relation to work. There are many challenges facing them in the society and this complexity requires proper guidance (Mutie & Ndambuki, 1999). These prevailing challenges are educational, social, cultural, economic, and personal in nature. In addition, globalisation and the continued rise in competitiveness, have posed major challenges for the youth. As such, provision of guidance in educational institutions is vital so as to enable students to sort out and order their views and decisions about their intended careers.

Lack of knowledge has hindered many youths from choosing the careers most suitable to them and this becomes even more challenging due to the limited range of career alternatives available to them. In a developing country like Kenya, the range of alternatives available is narrow and in most cases, there are a limited number of chances within each available alternative. In addition, most youth do not understand what is good for them in terms of career choice. This is because of lack of knowledge of self, which is one's own attitudes, abilities and interests, lack of realism, indecision and inflexibility (Mutie & Ndambuki, 1999).

Career counselling does not end with the individual's entry into the chosen occupation. It is a continuous life-long process that helps employees cope with the dynamics of a career, grow in a career, and change a career. As part of the career management strategy, employers should institute career counselling programmes for their employees. Through

counselling, individuals are enabled to find joy and meaning in their work and have job satisfaction (Verbruggen *et al*, 2007).

Secondary school students are at an age when they are exploring different aspects of the world. The choice of a career at this age may be guided just by novelty seeking which is part of the wider exploration (Mallet & Vignoli, 2007). Thus guidance and counselling should serve to clarify some of the issues explored and probably misunderstood by the young person, so as to correct the erroneous perceptions created.

2.3 Development of Vocational / Career Guidance and Counselling

Guidance and counselling primarily developed from vocational guidance, which was the sole concern of counselling psychology in the late 1890s and early 1990s (Friedenberg, 1995). Vocational guidance at the time was concerned with and put emphasis on career issues including planning, education, exploration and placement (Makinde, 1984). Students were helped to view an integrated picture of themselves and their roles in the world of work. Guidance was viewed as a beneficial activity in occupational matters because of the following factors: -

- (i) Human personalities and economic circumstances are in a process of continuous change.
- (ii) People possess different potentialities and capacities for work, but can qualify for a varied number of occupations.
- (iii) Each occupation requires a specific set of abilities, interests, aptitude, and personal dispositions.
- (iv) Career development is influenced by family, social – economic situations, and culture.
- (v) Vocational guidance is a process that runs from school time through working life.

Frank Parsons is seen as the founder and father of modern vocational guidance and his work has had a lasting influence to date. In the period between 1908 and 1909, Parsons established the Vocational Bureau at Boston in the U.S.A, which was attached to the Civil Service House in Boston, later to become part of Harvard University. The purpose of the Vocational Bureau was to assist young men make sound vocational choices, based on

their occupational aptitude and interest. Parsons, apart from offering guidance also trained young men as counsellors and sent them out to open and manage Vocational Bureaus under Young Men Christian Associations, schools, colleges, universities and other public establishments throughout the United States of America (Patton & McMahon, 1999).

Parsons coined the term vocational guidance in his book 'Choosing a Vocation', which was published posthumously in 1909. "Parsons' model appealed to logic and common sense. It recognised that many individuals having problems in the areas of vocational choice could be helped by a more mature and experienced person and it could be incorporated into school programmes because of its simplicity and definitiveness" (Makinde, 1984, p77). The greatest contribution by Parsons to the vocational guidance movement was his emphasis on individual analysis before selecting a career. He encouraged the use of psychological techniques to bring out an individual's interests, abilities, aptitude and personality as well as pairing them with the most suitable occupation for the individual (Patton & McMahon, 1999). Parsons' emphasis on individual analysis led to the development of many psychological assessment tests, which have been improved and are in use today. The need to have ways of determining an individual's characteristics for career choice was the precursor for development of career or vocational psychometric tools (Anastasi, 1988).

Makinde (1984) traces modern guidance and counselling in Africa to Nigeria in 1959. At this time Catholic sisters at St. Theresa College in Ibadan began organising formal career guidance services for upper class students, a few days before school certificate examinations. During these activities, emphasis was laid on vocational information, awareness about the world of work, location of employment, and reduction of anxiety when taking examinations. With time, guidance and counselling took shape, became integrated into the education system, and crossed borders to other African countries.

However, it was not until recently that guidance and counselling was given emphasis in Kenya's education system. Mutie & Ndambuki (1999), trace guidance and counselling services to very recent years, but they have become more crucial due to social, economic, political, and leisure changes presently on the rise. Mbiti (1969), stresses that one of the sources of strain for Africans exposed to modern change, is the increasing process

(through education, urbanisation and industrialisation) by which individuals become detached from their traditional environment. Thus the present challenges including globalization, information technology, science and cultural diffusion have created an urgent need for guidance to enable individuals understand the emerging worldviews and update their own. From the late 1990s to date, the Ministry of Education has emphasized the strengthening of Guidance and Counselling departments in all schools, and has facilitated training of personnel working in them.

Sindabi (1992) noted that in spite of the fact that guidance and counselling was introduced into Kenya's schools in the 1960s, a survey of literature reveals a vacuum in relation to research to establish the status of the guidance and counselling movement in Kenya. Presently a survey of literature indicates that there have been widespread studies in the area of guidance and counselling but there are still gaps specifically in career guidance and counselling. As such, there is a need for research in this area, with a view to establish the status of career guidance and counselling and means of improving it. Kenyatta University has pioneered in the training of teachers in guidance and counselling and its department of Educational Psychology has played a pivotal role in the advancement of guidance and counselling in Kenya (Mutie & Ndambuki, 1999). At present, many universities in Kenya are offering counselling courses and the government, through the Ministry of Education, is encouraging teachers to undergo training in guidance and counselling.

2.4 Career Development in the School System

The school is an important set up for the career development of an individual. The school can influence an individual intentionally by providing opportunities for career development learning, or unintentionally when students are left alone to make their own links between school and career development (Patton & McMahon, 1999). Throughout history, schools have served as both a mirror of, and an agent for broad social change. As a social reform movement, concurrent reforms are reflected into the structure and the function of schools within any society (Short & Talley, 1997). As an agent of change, the school is supposed to influence an individual's views about his/her role in the world of work and modify the individual's attitude towards work.

Since career development should be learner-centred, it is appropriate then to move away from career teaching to career learning with the career teacher becoming a career development facilitator or advisor. The facilitator should also double up as a career counsellor, since most career counselling should take place in educational institutions (Friedenberg, 1995). The school should be a subsystem within a wider system, which provides career information for consumption by the learner (Patton & McMahon, 1999). Schools are being encouraged to form links with the world of work and to direct learning towards placement. This will make education meaningful to individuals. The school should encourage individuals to entrench work in their lives and view it as a life long process, since success in a career is dependent upon an individual's ability to continue learning. The greatest challenge for schools today is to create a clear connectivity between schooling and career, and to make learners understand this link (Patton & McMahon, 1999).

Education should be tailored to the future needs of individuals and the society. Since the society is preparing individuals to take up working positions, then career education and guidance programmes should take a central place in the school to impact on career development. Career counselling should be focused on an individual so as to help him/her develop a vocational identity. The school environment has a major influence in the socializing and formation of self –concept (Gysbers, Heppner & Johnson, 1998). Schools should continue to foster closer links with the social and environmental – societal systems. As the school tries to respond to the needs of the community, the community should in turn respond to the needs of the school by building links as well as providing resources, role models, and a support structure for the school and its learners (Patton & McMahon, 1999).

Institutions of learning are not just avenues of offering education but are factories of productive behaviour of future workers, as well as social sites that define the basic nature of society. Further, schools provide a structure of how individuals in a society live their lives. The preparation of individuals by the school impacts greatly on how the person will fit in the world of work. Education is a concept that goes beyond learning and schools should focus beyond education. This means that schools have greater roles, other than just

the passing of knowledge. People learn a great deal of what is pertinent to their lives from experiences which take place outside formal schooling and instruction (Bills, 2004).

African countries must increasingly reform their education systems so that they can link theory and practice through a systematic guiding of learners. Education should not lead students into believing that the benefits of education are only in white collar jobs, but should replace this notion with ideas of creativity into productive manual work, through the application of science and technology. This has been put into successful practice in China which has now risen to become an economic super power (International Foundation for Education with Production, 1990).

Proper implementation of career guidance and counselling in schools can help foster a sense of direction among students. More often than not, learners who have sound career objectives tend to work harder and have a higher level of motivation. In fact, longitudinal studies have shown that positive career orientations among learners inhibit the development of problem behaviour among adolescents (Skorikov & Vondracek, 2007). This is because a positive attitude towards school increases the valuing of work as a means of self-actualization, and this correlates negatively with deviancy and related behaviours such as drug use, alcohol abuse, and delinquency.

Career guidance and counselling in schools should not be viewed in isolation from ordinary school teaching. This is because the two are geared towards the same goal of preparing the learners for future roles in society, and the roles are essentially occupations or careers. In fact teaching will become meaningful to learners if it is directed towards achievement of career goals. Students prefer teachers who take into account the students' career personality needs, and teaching styles which complement these needs (Zhang, 2007). However, in some instances teaching styles which are the opposite of students' career personalities produce a motivating effect as students make attempts to clear this mismatch.

2.4.1 Career Awareness and Career Planning

Career awareness and career planning are important aspects of education since they help the learner to focus on what he/she would like to do in future. Career aspirations are in

most cases confusing to students due to the many subjects offered in school, parental pressure, and lack of good career advising and guidance. This process is critical especially when an individual is choosing subjects in school or majors in college. Whereas some careers will require certain subjects and majors, most of them do not need such specializations and this information is critical to the student. Further, with increasing competition in the job market, it is critical for students to know what else, besides the subject counts. Such other requirements may include additional skills and experiences, internships, and co-curricular activities which provide experiences and competences (Gardner & Jewler, 2000).

Career development process involves gathering information about the current trends in the job market. Availability of opportunities in society is one important consideration in career choice, thus information about the job market helps one to select appropriate subjects, majors, and courses, as well as co-curricular and extra-curricular activities. School counselling departments should help students access this information from books, bulletins, web sites, journals, and the mass media. Besides coursework, employers are looking for versatile individuals who can fit in many set ups, work in various environments, deal with diverse cultures and backgrounds, and be creative. Thus counsellors should encourage development of these attributes through engagement in co-curricular activities (Sadker & Sadker, 2000).

Career decisions are mainly social, and their study can thus be approached from a social constructionist point of view. From this view, knowledge and social action go hand in hand, thus a career decision is as a result of knowledge followed by social interpretation by the decision maker. Of great importance is the fact that career choice is an attempt to form or change one's social status. Hence a career choice can be stimulated by one's social class, the endeavour to climb to higher status, or to maintain social status. Closely tied to social status is a cultural world view, which arouses one's interest or urge to pursue certain careers. A cultural lens provides individuals with a point of view from which to understand their careers (present and future), and construct notions of career development, opportunity, success, failure and legitimacy (Cohen, 2006).

Looking at an individual's development can help to forecast vocational behaviours and influence them. The social context, within which an individual develops, shapes one's own vocational self-concept, and other vocational behaviours which are learned vicariously through modelling. The social context includes several social networks which are formed by groups of significant others such as family, peers, school, and community. This alone does not constitute the vocational personality, but forms a fundamental base upon which beliefs and competences are built. Career behaviours are a representation of the contextualization of social contribution and input by significant others. Transition from school to the world of work is a product of an interaction among various developmental factors (Ferreira *et al*, 2007).

It is a major task of adolescence to prepare for adult career entry. Being such a vital component of life, sound career decisions have positive impacts on future mental health and psychological well-being. Lack of good career preparation may lead to vocational problems in future, which in turn may facilitate multiple social problems. Although career development is a process that begins at childhood and runs through adulthood, adolescence is a crucial period in establishing suitable career preferences, narrowing occupational choices, formulating career goals, and engaging in career planning. Since competent career development involves planning, decision making, exploration, and confidence building, this is a link between career development and psychosocial adjustment. Research has shown that career indecision is associated with indicators of poor adjustment such as anxiety, depression, low self-esteem, low life satisfaction, and low levels of identity achievement (Skorikov, 2007).

In order for an individual to make a good career choice, he/she needs to have a high level of career decision-making confidence. High levels of this confidence are correlated with higher levels of career planning and exploration. Further, there exists a correlation between early work experience and higher career planning and exploration (Creed *et al*, 2007). This is because an individual who is more confident and who has had some early working experience has a broader range of thinking and perspective of reasoning. This helps one to look into a wide variety of issues before deciding on a career or making a career change.

In general, there are several factors which lead to a slowed process of career choice. Emotional and personality-related difficulties often lead to career indecisiveness among the youth. Such personality factors include pessimistic views embedded in the individual as well as poor self-concept. The presence of anxiety, identity diffusion, and identity moratorium are some of the contributing factors to career indecisiveness. There is need to have more intensive career counselling during adolescence, since most of these issues come into play during this developmental stage (Saka & Gati, 2007).

Career decisions play a very important role during working life, since they have a direct relationship to job satisfaction. Ability to make career decisions gives rise to comfort, which in turn brings job satisfaction and organisational commitment. As a consequence of the above relationships, an individual who has been firmly decisive about his/her career tends to become a better performer in the conduct of his/her duty. Further, the comfort derived from career decisiveness strengthens in the individual emotional stability by lessening stress, depression, and anxiety. There is actually a negative correlation between decidedness and neuroticism, and a positive correlation between decidedness, agreeableness, and conscientiousness (Earl & Bright, 2007). By creating appropriate career awareness in students, schools will empower them to plan effectively for future occupational roles and enable them to make good career decisions. By enabling students to become career-focused, schools will stem out indiscipline and lack of seriousness among students.

2.4.2 Demographic Characteristics and Trends in Career Development

The demography of a nation or society is shaped by fertility, migration and mortality rates. Although a survey of literature reveals a gap in the documentation of Kenya's demography in relation to education and work, studies from other parts of the world can be used to draw a parallel through their developmental milestones. Like Kenya, the United States has observed a drastic reduction in fertility (number of births per individual) largely due to urbanisation, industrialisation, and better health care. With changing lifestyles, people have adopted education as a necessary tool in life and due to its expense, children have ceased to be an economic asset and become an economic liability. Thus the higher an individual climbs in the socioeconomic ladder, the fewer the children he/she is likely to have. The implication here is that such an individual is likely

to focus more on the child's future and will be more capable of educating a child and encouraging him/her to enter a career. Thus career goals and aspirations have a direct influence from the socioeconomic status of the family (Bills, 2004). However the findings of this study indicate that career guidance and counselling can serve to diffuse the negative world views implanted by culture and socio-economic status. Career guidance service providers should strive to clarify issues that arise during development and correct any misconceptions created.

There is increasing unemployment in African countries as compared to the western countries. This can be attributed to a growing population at a much faster rate in Africa. For instance, in 1984 Sweden and Zimbabwe had the same population and the two countries are almost equal in area. Today, Zimbabwe has 2.3 million more people than Sweden, and in the same breadth, the rate of unemployment in Zimbabwe is so high as compared to the rate in Sweden. Beyond higher populations, African countries have failed to link education to industrialisation and technology, due to lack of creativity and expansion of employment through noble ideas (International Foundation for Education with Production, 1990).

Traditional sexist beliefs as well as modern sexist beliefs have a direct bearing on career choice in all societies of the world. This sexist world view is responsible for gender based disparities in career choices and even career mobility and versatility. Researchers have however, noted that gender differences are not biological, but rather are due to socialisation and discrimination (Watkins *et al*, 2006). Traditional beliefs once entrenched in an individual's belief system will shape his/her way of looking at the world, the career opportunities available, as well as personal vocational aspirations, drives and efforts.

Career interests have sex differences but these differences may be more due to socialisation rather than biological influences. However, there is evidence to the effect that levels of sex based hormones such as testosterone as well as personality types such as neuroticism may be responsible for differences in career interests. Researchers agree that the interaction of genetic predispositions and the environment produces the overall effect. Based on the RIASEC model, most women tend to be social and artistic, unlike men who tend to be investigative (Weis *et al*, 2007).

Men and women tend to be geared towards very different occupations, and there exists a lot of segregation in the workforce. There is also an indication that men and women value different aspects of work and therefore, make different career choices, as a result of formed occupational preferences. An occupational personality is not an inherent characteristic, but rather a product of the interaction between the environment and other individual characteristics. Parental influences, family, education, and social experiences may contribute to divergent occupational personalities between men and women (Rosenbloom *et al*, 2007).

The decision-making process of students in high school has a direct bearing on the actualization of dreams and in shaping future decisions. Students who are more confident in making decisions are more likely to achieve their dreams, and the converse is also true. With reference to subject choices, students who are more confident in making choices tend to have more commitment to their studies and are more focused. This choice is guided and influenced by the extent and appropriateness of career exploration among the students (Germeijs & Verschueren, 2007). Proper exploration followed by sound educational choices will lead to sound academic adjustment. Ultimately success or academic excellence will largely depend on the adjustments that have been made by the individual throughout the education process.

A certain group of people in society base their career choice on the presence of a career calling in them. Such individuals have high levels of decidedness, choice comfort, and self-clarity. These individuals need a lot of career information so that their career choices are made from an informed point of view as well as to establish the actual presence of a calling. Among students, are those who are searching for a calling, and they tend to be undecided, less clear about their interests, and less mature in their decision-making. Such students need a lot of career guidance, especially to clarify in them the purpose of life and foster a sense of direction in life. These students should be assisted to obtain a calling and thus truly understand the importance of work in their lives (Duffy & Sedlacek, 2007).

The socio-economic status of an individual has a direct bearing on one's career aspirations and goals. Learners from low economic circles tend not to achieve highly in professional occupations unless there are salient factors such as special attention from

parents and family, as well as a careful choice of peers. The influence of mothers is particularly singled out as being of prime importance to a youth's career and developmental path. Peers play an important role of offering psychological challenges to these youth, stimulating them to work hard and achieve highly (Robb *et al*, 2007). This goes a step further in clarifying the role of significant others if utilised appropriately.

There are observable gender differences in the way adolescents perceive their academic and social self-efficacy beliefs. Female adolescents have a higher sense of efficacy and are more resistant to peer pressure than males, and this leads to higher academic achievement among girls. The higher sense of self-efficacy beliefs also leads to more control in females and this contributes to inhibit depression among girls (Vecchio *et al*, 2007). Indeed in this study, findings showed that girls had higher levels of career planning than boys in Kenya's secondary schools. This confirms that the global picture reflects the situation in Kenya's schools.

What may seem to be gender differences in career aspirations and goals is in fact the product of gender stereotyping. Through studies, a good number of people in society indeed endorse gender stereotypes by for instance believing that men are more capable in mathematics, while women are more capable in arts. Studies have shown that female students endorse stereotypical feelings more than men, leading them to develop attitudes towards subjects or their own capabilities. The fact that most women underestimate their capabilities is a pointer to the fact that even those who can measure up to the task may fail to do so due to this belief (Chatard, *et al*, 2007). This study seeks to point out the role of career guidance and counselling as a means of diffusing the effects of gender stereotyping especially in African societies. Through proper guidance and counselling, girls can be empowered to believe in their capacities and discard cultural stereotypes.

2.5 The Current Status of Career Development in Kenya's Education System

One of the major objectives of education is to produce manpower for a country's economic development. Soon after Kenya's independence, there was a rapid expansion in the education sector, aimed at providing qualified personnel for the growing economy and administration of government, and to spearhead reforms so that the running of government business could reflect the aspirations of an independent state (Sifuna, 1990).

Aiming at Africanisation of governance and the economy, the government through the education sector encouraged all Africans to take up training, which would eventually lead to appropriate career roles. The career development facilitators' main challenge is that he/she is viewed as peripheral rather than integral in education systems. The facilitator has a role to promote the right perception about work, provide career information, and act as the link between various stakeholders including learners, employers, educational bodies, and government agencies (Patton & McMahon, 1999).

If schools could produce the manpower needed by a developing country, then the pace of economic development in Kenya could be accelerated (Sifuna, 1990). To achieve this, learners in schools must be made aware of the needs of the country. The career development facilitators in schools must possess immense knowledge of the world of career development facilitation. The continuing learning should challenge the learning of the past and bring about newer and broader perspectives of career understanding in line with the dynamic local, national and international trends (Patton & McMahon, 1999). The greatest challenge for schooling today is that the learners do not see the link between schooling and careers. Societal education ideals and values do not necessarily focus on the needs of learners (Ogola, 2002).

The failure by students to relate schooling to future careers is still being experienced more than two decades after the introduction of 8-4-4 system, which was intended to solve this problem. According to Sifuna (1990), the 8-4-4 system with its emphasis on technical and vocational education was aimed at ensuring that students graduating from each cycle of education have scientific and practical knowledge to enable self-employment, salaried employment, and further training.

Education should serve to give credentials and merit so that people who have been to school can fit into the world of work and contribute to the national economy. As much as credentialism and meritocracy are often in conflict, the two views appreciate that education and work are two separate institutions, which must work together for economic success. This means that a linkage should be built between education and work so that individual growth, development and achievement can be attained through them. The

cultures, structures, and routines of these two institutions need to be understood by individuals in the building of the linkage (Bills, 2004).

Career guidance and counselling should also infiltrate cultural values, with an aim of changing the cultural view to rhyme with global values. Parents should be at the forefront encouraging pupils to take up careers of their own interest, rather than forcing their ideas onto them. Ogola (2002), points out that some parents insist and even force their children to take up careers of their (parents') choice rather than go by their (children's) own interests. The other cultural issue that education should deal with is gender stereotyping. Our society being typically African has a set of unrealistic rules governing career choices. It is believed that women cannot take up some careers because they are in conflict with their traditional roles of mother and wife (Ogola, 2002). Counselling should step in at this juncture, to diffuse all stereotypes that hinder effective career development and instil modern and more open values in the culture of society.

Career development should also involve special groups and minority groups in society. Over time, some cadres of society have been neglected in as far as career development is concerned. For instance, the disabled persons have been viewed as unproductive until recently, and many of them are not even provided with basic education. Apart from looking at the cultural context of the school, the career development facilitator should take into consideration the needs and aspirations of special and minority groups within the school in order to utilize appropriate approaches which are relevant and useful to their situation (Patton & McMahon, 1999).

2.6 Career Guidance and Counselling

Career guidance and counselling belongs to the general class of counselling, and it possesses the same qualities and characteristics as all other forms of counselling (Gysbers *et al*, 1998). It is a process, which involves the interaction between the counsellor and the counsee with the primary focus on work, or career related issues. Career guidance and counselling should not begin when one is about to take up a career, but much earlier. It develops from an abstract, unrealistic form of thinking, to a concrete, reasonable and realistic career decision. Vocational guidance, which was the precursor to modern group guidance, is a component of career counselling (Gazda, 1984). In fact, guidance and

counselling cannot be separated, since they are complimentary in developing a proper career orientation in the individual (Makinde, 1984).

In Kenya, guidance and counselling have been part of the school activities since independence in 1963. However, it is not until recently that significant emphasis has been laid on its implementation. Career guidance and counselling, is a component of the guidance and counselling programme, and though it has been emphasised in the past, its impact is yet to be evaluated. Ngumi *et al* (2007) highlighted the gaps that existed in the career guidance and counselling services, and the lack of research in the area. Ndung'u (2003) recommended the establishment of career resource centres to provide career information and development materials for students, school counsellors, and teachers. Mutie & Ndambuki (1999) have outlined the major components of vocational guidance as: - Self-analysis, that is, a wholesome knowledge of ones abilities, interests, potential and personality, and occupational information, which includes adequate knowledge of the available occupations, their requirements, and how they are practiced. It also includes consultation, vocational counselling, placement, community occupational survey and follow-up.

The principle goal of vocational guidance is to enable all individuals to make sound and informed decisions. Decisions on careers will be appropriate only if individuals have adequate information about the world of work. This is because vocational development is a process made up of developmental tasks that relate directly or indirectly to the world of work (Gazda, 1984). Career guidance and counselling will thus be meaningful to the consumers only if it connects them with the world of work. One of the major limitations of schooling today is the inability to relate or connect schooling to the future world of work (Hurn, 1985).

Gysbers *et al* (1998) divided the actual career counselling process into two major phases with several sub-phases each: -

1. Client goal or problem identification, classification, and specification.

(i) *Opening*

The first phase of career counselling is not different from other forms of counselling. It involves welcoming the client, making the client relax and setting out conditions that will govern the counselling process.

(ii) *Gathering client information.*

The next step is to encourage the counselee to talk about self and the prevailing circumstances. The aim here is to gather all information pertaining to the client, and to enable the counsellor have a whole picture of the client. The information includes the client's history, culture, the self, family, education and training, career aspiration, factors influencing decision-making, difficulties, and limitations in decision-making. Exploration will include the individual reading widely, visiting relevant web sites, reading industry profiles and talking with professionals who are in the career already. Of utmost importance is talking to a career counsellor so that all this information can be clarified and put into perspective (Feldman, 2000).

(iii) *Hypothesising client behaviour*

The counsellor has the task of analyzing, ordering and integrating all information given by the client. The purpose is to be able to understand and consolidate the client's abilities, aptitude, interests, and personality. Every individual in school should be helped to develop a career development portfolio when in school. This will help the individual to design a useful educational programme with focus on a career. Further, it will provide an opportunity to synthesise and analyse experiences with the aim of consolidating academic and professional growth (Ferrett, 2000).

2. Client goal resolution.

(i) *Taking action.*

This is an information-providing process in which the counsellor leads the client through the world of careers. This informative process is meant to empower the client's decision-making process by creating a base within which these decisions are made.

(ii) *Developing career goals and plan of action.*

By synthesising the information given by the client about his/her situation, and the information given by the counsellor, the two move together in formulating career goals. Further they develop appropriate procedures to be utilised in attaining these goals.

(iii) *Evaluating results and closing.*

The closing of counselling process involves a review of all the achievements and clarification of any ambiguities.

Career guidance and counselling should be provided in the context of career development. This is because career guidance and counselling should be a contribution towards positive career development. This can be looked at as self-development over the lifespan through interaction and integration of roles, settings, and events of a person in relation to ones gender, religion, ethnicity, and race (Gysbers *et al*, 1998). These scholars add that career counselling should bring into focus an individual's possibilities and responsibilities, analyse behaviour in terms of career vision, work, life roles, and events that shape his/her career.

Career counselling in the context of career development helps to congregate factors influencing an individual such as his/her view of work, family, culture, gender, ethnicity, religion, race and socio-economic status. Career counselling should involve career education, career exploration, and establishment of positive work attitudes and values (Gutkin & Reynolds, 1990). Career counselling is about changing ones perspective from family, cultural, and personal stereotypes into a more objective and positive view about oneself and his/her relationship with the world of work.

Ethnicity and race have a great impact on career development and career counselling. Ethnic customs (language, religion, food, dance, values, and taboos) are passed from generation to generation. Culture, which includes attitudes, values, norms and behaviour of a social group, may be ethnic or racial and it influences one's worldview. Within a race or ethnic group, enculturation, which is the socialisation through which individuals acquire the culture of a particular group, ensures continuity of these ethnic or racial

values (Gysbers *et al* 1998). A counsellor should understand the client's culture so as to enable him/her view it objectively and discard practices which hinder self-development.

Socialised and learned differences between men and women are in most cases greater than biological differences. Men are socialised towards mastery and comparison, while women are socialised towards home and family. This pervasive socialisation has led to gender-typed personality traits, interests, and behaviour through the reinforcement of parents, teachers, peers and the media (Gysbers *et al* 1998). Counsellors need to gather information about the whole client (Whiston, 2000) even within the cultural context, and gender-typed social environment.

A student who enters school has many expectations and goals. These variations need a means of rationalising them so that the ultimate result will be of benefit to the individual and society. The role of career guidance and counselling should be to help the students to prepare, organise, work, evaluate, and rethink about their educational experiences and hence reap maximum benefits from the school. Failure to have the above services will lead to wastage, lack of focus, and non-achievement of educational goals. Further, an educational opportunity should be accompanied by an opportunity for the learner to look beyond the classroom to the career. This should include the learner assessing what interests him/her, as well as that which will guarantee maximum satisfaction (Feldman, 2000).

Career guidance and counselling programme in school should also serve as an intervention programme. Career education and guidance should be implemented from an integrated perspective, with the view of synthesising and analysing the effects of socialisation and development of the individual in the past. An individual's developmental and social context may result in internalisation of defective behaviours which may lead to, among others, school drop-outs and poor career choices. Thus in such cases, career service providers in schools should offer assistance in re-directing social, family, and educational influences. This will help to develop new and better approaches to career guidance to inculcate alternative dimensions in the students' world view (Ferreira *et al*, 2007).

There is no evidence that points clearly to gender differences in the career orientation of adolescents (Skorikov & Vondracek, 2007). However, studies in post-adolescent vocational fields show that women tended to work in a limited fraction of labour fields such as human services, personal care, education, and office work. In terms of occupational career patterns in post-high school and young adult women, there is prevalence of occupational mobility (changing careers), upward mobility (climbing in same career), and horizontal mobility (stability) (Huang & Sverke, 2007). These studies are largely conducted in the West, and are lacking in African set-ups. However, this is a pointer to the fact that properly instituted career guidance and counselling can bring positive and lasting gender-based attitudes especially among women.

There is indication that occupational career patterns are related to the family of origin. In particular, the parents' career has a significant bearing on an individual's career choice and mobility. This is because attributes such as ambition and value of work are infused in the individual's value system during the interaction with one's parents (Huang & Sverke, 2007). This points to the fact that career guidance and counselling departments in schools can utilise these important resources within the families to build a strong sense of career direction and orientation, and in fact the role of significant others is well known in the profession of counselling. In rural schools where role models may not be readily available, schools should strive to identify those available in society, as well as invite those from far to serve this role among students. The study in its findings has indeed shown that majority of secondary school students in Kenya consult with their parents when making career decisions.

Most parents have certain career goals that they would want their children to attain. As early as primary school, parents try to direct the attention of their children towards gunning for these professions. There is indeed evidence of similarity between a child's occupational status and parental expectations, and these are mainly related to the parents' social values and social status (Creed, Conlon & Zimmer-Gembeck, 2007). These parental influences form the most basic structure of career orientation in children. As the children grow, the education system has a role in shaping these attitudes and perceptions in accordance with the child's reality (educational and vocational). Thus career guidance

and counselling programmes have a responsibility to ensure that the attitudes and perceptions are right and if need be, changes be instituted.

Instrumental and relational parental support to young people tends to have a direct positive effect on their developmental and career trends. In particular, youths who enjoy this parental support usually end up in higher-prestige and higher-paying occupations. Further, parental support increases work salience in the individual as well as his/her vocational expectations. Schools are in the most strategic position to impact on the individuals' vocational expectations, and it is vital to maximize this impact on career development. The schools can do this by use of the existing school-based resources such as vocational interest inventories, career readiness seminars, and career information seminars (Diemer, 2007).

External influences that shape career orientation are not limited to parents and the school. There is a significant role which is played by significant others, besides the family. The social support from peers is key in the individual's motivation, career participation, and transition. From these significant others, the individual receives emotional, esteem, tangible, and informational support which are crucial in choosing, entering, and succeeding in a career (Pummell *et al*, 2007).

Another major role of career services in schools is to build high self-esteem among learners. Without high self-esteem, learners' efforts will be a waste, since they will not have an inner drive to set goals and work towards achieving them. A high self-esteem guarantees that the individual will actually get into the projected occupation, will have a well-paying job at the start of career life, will have higher work satisfaction, and work engagement later in life (Salmela-Aro & Nurmi, 2007). Thus being such a critical determinant of either failure or success of a career life, self-esteem should be of primary concern to guidance and counselling departments in schools. Ensuring that all students have high self-esteem can, therefore, guarantee that all of them will achieve their educational and career objectives.

Career guidance and counselling is geared towards improving an individual's personality to become suited for employment. There is a clear relationship between employability

and personal characteristics such as self-esteem. Career identity awareness and career self-efficacy are some of the key individual characteristics which determine the employability of an individual. Such factors come into play at a later date, when the individual may want to change occupations (or organisations) or seek re-employment (McArdle *et al*, 2007).

The ultimate determinants which lead one to remain in a chosen career are the perceived efficacy and job satisfaction. Professional vision which one develops and internalizes plays a major role in the embeddedness or change of occupations or employers. There is also the feeling from within, about what difference one is making to his/her life and to the world which leads to fundamental decisions on change. This is because a career is about personal improvement as well as self-actualization (Rinke, 2007). Thus career guidance and counselling services help to shape the individual's world views and helps to clear confusion in ones career path.

Another role of counselling should be to intervene in the belief and world view system of learners. This is because self-efficacy beliefs are indeed long-term predictors of life satisfaction. Although perceived academic and social self-efficacy beliefs are subject to change over time, youths who perceive themselves as being in control of their academic and social life live more satisfying lives in future (Vecchio *et al*, 2007). With time adolescents develop accuracy to judge their capacities through social comparisons and self-assessment.

2.7 Career Assessment

Career assessment is an important exercise within career counselling, because through it information about the self is elicited. Psychological tests are commonly employed as aids in occupational decisions, counselling decisions, and institutional decisions concerning selection and classification of personnel (Anastasi, 1988). Both qualitative and quantitative assessment procedures are used in career assessment (Gysbers *et al*, 1998). The major purpose of using tests is to help clients focus on future occupations in relation to their current interests, experiences, abilities, and ambitions (Aiken, 1994).

The purpose of career assessment is to unearth congruent career possibilities, to assess conflicts and problems, to motivate constructive behaviour, to acquire a cognitive structure for evaluating career alternatives, to clarify expectations and plan interventions and to establish the range of abilities (Whiston, 2000). Anastasi (1988), states that aptitude tests and interest tests are appropriate in career counselling. She adds that intelligence tests are used to identify cognitive skills and knowledge, while aptitude tests are used to fill the gap left by intelligence tests. There are also interest, achievement, and intelligence inventories for the culturally and educationally disadvantaged (Aiken, 1994).

Since choosing a career influences an individual's lifestyle, and values, interest inventories are used to elicit an individual's value system for effective planning. "The nature and strength of one's interest, values and attitudes represent an important aspect of personality. These characteristics materially affect educational and occupational achievement, interpersonal relations, the enjoyment one derives from leisure activities, and other major phases of daily living" (Anastasi, 1988, p. 562). The individual differences that are measured by tests are used in career counselling due to their close relationship to effective career choices and decisions (Whiston, 2000).

In career assessment, an individual tries to take measurement of those characteristics or attributes that point to a suitable and satisfying career. Although most people have definite self-images, their views change as a result of more experiences which lead them to redefine themselves. Individual interests and values are shaped by experiences and beliefs which develop and change throughout life. Skills are mostly acquired and they improve with experience, hence they can be evaluated against past performance. Aptitudes and personality are inherent biological characteristics but they can be improved by building on them with time. Life goals and work values define an individual's success and satisfaction. By measuring these attributes and understanding their implications, the person is able to match himself/herself with a suitable type of career (Gardner & Jewler, 2000).

Where possible, a counsellor should include significant others in the counselling process. These are support people including family, friends, mentors, consultants and professional sources, who should be used to achieve career guidance and counselling objectives.

However, the greatest emphasis and responsibility should be on the individual. Every individual should take charge of the self; develop a career map to enable the gaining of insights into one's potential and direction (Mulligan, 1998).

Career testing is an intricate process of identifying the aptitude of an individual for the purpose of placement into various careers or training opportunities. It helps to identify and classify various attributes of the individual, and to match the same to a suitable area of opportunity. Career exploration will help individuals identify various careers that may be suitable to them, and assist them in narrowing down to one (Feldman, 2000).

There is need to engage in life-long career assessment so as to continue putting in place sound adjustment measures. There are many challenges within an occupation to which the individual should respond, if he/she is going to grow and be successful in a career. Experience within an occupation is an eye opener, which provides a different lens through which to view the world. With it comes age which becomes an important determinant of either embeddedness or change of a career or occupation. Individuals tend to review their stances on present jobs with regard to increased extrinsic rewards such as salaries and bonuses (Cheremie *et al*, 2007). This study has served to highlight that the use of assessment tools in career counselling is largely lacking in Kenya's secondary schools. This may be due to the unavailability of the assessment tools or the lack of expertise in the use of these tools. Thus guidance and counselling departments are lacking an important component of effective service delivery.

2.8 Career Development Theories

Career development is a process involving readiness to make a career choice and continuing to make choices as cultured by society throughout life. It's a lifetime process involving a series of continuous decisions about career and involving the psychological, sociological, educational, physical, economic, and chance factors (Patton & McMahon, 1999). A career does not develop during adult life, but it begins at birth. The experiences of an individual during childhood influences one's personality and personal dispositions, hence, a career develops from birth throughout life to death. Indeed a career is one's lifestyle coupled with one's occupation.

Career development theories try to explain how a career is initiated and developed within the life of an individual. Most of these theories have been criticized for lack of consistency with modern trends, and failure to account for special groups in society (Patton & McMahon, 1999). A good theory must put into account the two vital aspects of career development, namely content and process. Content includes the specific and unique characteristics of the individual, which are personality, abilities, aptitude, interests, and attitudes. Process includes the development of interactions between them. A good theory must also put into account special groups in the society, with respect to their specialty. These specialties include socioeconomic status, gender, race, ethnicity, and sexual orientation. Taking into consideration the above issues, then career development theories can be broadly categorized into theories focusing on content and theories focusing on process.

Theories focusing on content predict career choices from the characteristics of an individual. They are based on theories of differential psychology and individual psychology. The two most influential theories in this field are those of Frank Parsons and John. L. Holland. On the other hand, theories focusing on process, emanated from developmental psychology, and viewed career development as a development process, rather than a matching exercise. These theories assert that career choice is not a spontaneous or static decision but a dynamic developmental process, which involves a series of decisions made over a period of time. The two most influential theories in this area are those of Ginzberg and Super. It is notable that the two broad groupings of theories do not contradict but complement each other, since no one theory encompasses all aspects of career development (Patton & McMahon, 1999).

2.8.1 Frank Parsons' Trait – Factor Theory

Parsons' aim in initiating vocational guidance, was to assist individuals make career choices, which are most suitable, to them (Makinde, 1984). In practice Parsons used psychological techniques to elicit personal information about the individual regarding his/her interests, abilities, aptitude, and personality. He in turn analysed these characteristics and matched them to an occupation in which the individual would be most productive and from which he/she would draw satisfaction. The general view underlying

this practice is that there is a relationship between individual characteristics and optimum productivity in a career.

Parsons identified three elements of career selection, namely: -

- (i) A clear understanding of oneself, ones aptitudes, abilities, interests, resources, limitations, and other qualities. The comprehensive knowledge of self is the basis of realising ones potential and hence a basis for sound career decisions.
- (ii) Knowledge of career requirements and conditions, advantages and disadvantages, compensation opportunities, and prospects in different careers. For any individual choosing a career, there is need to know what career alternatives are available in society and the specific requirements of each. Further, one needs to understand what a career entails, its conditions, and its terms.
- (iii) A clear and true reasoning on the relationships between the above two groups of facts, which are personality and working environment. A practice of a career is an interaction of the self and the occupation that one is involved in. When making a career choice one should understand how the two groups of facts will interact to create an enabling environment for him/ her and one that encourages optimum productivity and job satisfaction.

Parsons developed counselling interviews and psychometric tests, which collected immense information during the counselling process, and which in turn placed an individual in a particular line of work. The interviews and tests served to discriminate individuals in terms of their values, interests, abilities, aptitude, and personality. Before counselling, an individual was provided with adequate career exploration. This enabled the individual to make informed decisions about the intended career and this was the precursor to present day career information delivery systems. In combining the knowledge of self and information process, Parsons advocated for the engagement of cognitive processes and analytical skills to bring out the true reasoning on the relationship between the two groups of facts (Patton & McMahan, 1999). The process of matching the self to a suitable career was then not a mechanical exercise, but rather a cognitive and intellectual one. This study sought to find out, among other issues, how career counsellors in schools are helping students to make this match. The findings reveal that students in

Kenya's secondary schools are aware of how to match their attributes to future careers, but more needs to be done.

2.8.2 John L. Holland's Theory of Vocational Choice

Holland's theory based on differential psychology, and though more recent, emphasises simplicity and practicability in matching an individual to a career. It tries to point out and describe the relationship that exists between an individual and the environment. This theory is based on the following assumptions:-

- The choice of a career is an expression of personality.
- Interest inventories are personality inventories.
- Vocational stereotypes have reliable and important psychological and sociological meanings.
- Members of a vocation have similar personalities and similar histories of personal development.
- Members of a vocation will respond in a similar way to situations and will create characteristic interpersonal environments.
- Vocational satisfaction, stability, and achievement depend on the congruence between one's personality and the environment in the workplace (Gibson & Mitchell, 2003.p 315).

In this regard Holland poses three questions: -

- i.) What personal and environmental characteristics lead to satisfying career decisions, involvement and achievement and what characteristics lead to indecision, dissatisfaction and lack of accomplishment?
- ii.) What personal and environmental characteristics lead to stability or change in the kind of level and work a person performs over a lifetime?
- iii.) What are the most effective methods for providing assistance to people with career problems? (Patton & McMahon, 1999).

By posing the above questions, Holland asserted that vocational interest is an aspect of one's personality and this interest describes personality. Since an individual is in a constant search for alleviating suffering and maximising happiness (Makinde, 1984), then one tries to find an environment in which an individual wants to be. This puts weight behind the notion that a career choice reflects one's personality. Holland categorised people into six broad personality interest types in what is known as the RIASEC model (Sindabi & Wanyama, 1996).

The six types are based on one's personal dispositions paired with the most suitable working environment for the individual. RIASEC model, which is diagrammatically presented in Table 1, describes the six working environments or personality interest types, Realistic, Investigative, Artistic, Social, Enterprising and Conventional. The basis of the model is that personality types are related to major needs and hence the nature of work environments that are compatible with the individuals' attitudes, interests, and values that allow them to use their skills and abilities to their full potential (Patton & McMahon, 1999; Gibson & Mitchell, 2003).

An individual who is artistic is good when dealing with spatial information, which entails creativity and flexibility. The investigative person is very scientific and this goes hand in hand with divergent thinking and ability to take a global view of what is available, such as present knowledge, and literature. The enterprising career requires one who has good leadership and interacting qualities, and one who is ready to take up a challenge in a flexible manner. A person who is realistic is good at working with things and doing outdoor activities. The conventional person tends to be rule-oriented and works better in rigid, well-structured environments which do not have room for creativity (Zhang & Fan, 2007). Most students in Kenya's secondary schools seem to understand the descriptors of their personality, but the career guidance activities need to help them go further and link this knowledge to a suitable work environment.

Table 1
Types, Descriptors and Occupations in Holland's Typology

Type	Descriptors	Occupation
Realistic	Has practical abilities and would prefer to work with machines, objects or tools rather than people.	Mechanic, farmer, builder, surveyor, pilot.
Investigative	Analytical and precise; good with detail prefers to work with ideas, enjoys problem-solving and research.	Chemist, geologist, biologist, researcher.
Artistic	Artistic or creative ability uses intuition and imagination to problem-solving.	Musician, artist, designer, writer, decorator.
Social	Good social skills, friendly and enjoys involvement with people and teamwork.	Nurse, teacher, social worker, psychologist, counsellor.
Enterprising	Leadership, speaking and negotiating skills like leading others towards achievement of goals.	Sales person, television producer, manager, lawyer, administrator.
Conventional	Systematic and practical worker, good at following plans and attending to detail.	Banker, secretary, accountant.

Source: Patton & McMahon (1999).

2.8.3 Ginzberg's Developmental Process Theory

Ginzberg's theory focused on process rather than content. The major proposition of Ginzberg was that career choice is a developmental process, which begins from early childhood through to early adulthood. This period is critical because it involves an individual's understanding of his/her role in the career world through various experiences. This period has three stages within which career decisions and career choices are made (Patton & McMahon, 1999).

i.) *The Fantasy stage*

Career decisions in this stage are based on the adult role identification of an individual. Through observation, a child or young adult is attracted to a certain person (the model)

and decides to grow up to be like him/her. Ginzberg termed this stage fantasy because decisions and choices are made and based upon an unrealistic desire to be like someone else. These decisions are immature and inappropriate.

ii.) The Tentative stage

As a child grows into an adult, he/she improves in cognitive and intellectual faculty and with this comes a sense of self-identity. Due to this maturity, the individual knows 'who I am' and hence career decisions and choices are made with respect to ones interests, abilities, and capacity. Maturity also brings to the awareness of the individual the dignity of labour and value of work, factors that are utilised in career decision-making. The young adult at this stage undergoes a transition in which career decisions and choices are made after a thorough career exploration and putting into account the various opportunities available as well as limitations.

iii.) The Realistic stage

This stage is arrived when an individual is a fully-grown up and mature adult. At this stage the individual has developed the ability to integrate likes, dislikes, and capabilities. The individual also has ability to handle appropriately, the societal values that affect career choices including cultural stereotypes, gender roles, customs and taboos. Apart from societal values, an individual is also able to account for his/her values including ambitions, identity, and family issues.

Ginzberg emphasised the importance of early school years in influencing later careers. He added that besides schooling, other factors that have a significant contribution in an individual's career decision include family socioeconomic status, parental attitudes and values, and opportunities in the world of work (Gibson & Mitchell, 2003).

2.8.4 Donald E. Super's Lifespan – Lifespace Approach

Super's theory is an attempt to advancing Ginzberg's theory but with an assertion that career development process does not end at early adulthood but continues throughout the lifespan. Super advanced the theory that career guidance is a component of vocational guidance. His work was very much influenced by developmental psychology and the self-concept theory. It emphasised various developmental life stages and various vocational

tasks during those stages. Super believed that the development of vocational self –concept is a part of life stage development and that occupational choice is an attempt to implement self-concept (Patton & McMahon, 1999). Super stipulated fourteen propositions, which emphasise the three pillars of his theory; the self, lifespan and life space.

i.) The self

Super referred to the individual as the socialised organiser of his or her experience. This means that the individual interprets his/her own experiences and chooses how these experiences will affect him/her. It is within the self that the processes of the lifespan and life space are organised and ordered. The self houses all experiences that have a bearing on career decisions and other decisions vital to human existence. Conceptions of self are related to career choice and adjustment. This is so because experience shapes ambitions, attitudes, interests, and attitudes within the self and hence influences the career decisions of an individual. The conceptions within the self, which have a major influence on career decisions, include vocational identity and occupational self- concept.

ii.) The life span

Super defined life span as the process of career development throughout life and how it relates to stages of vocational development. In what he called the life-career rainbow, Super related his five vocational development stages (growth, exploration, establishment, maintenance, and decline) to their corresponding life stages (childhood, adolescence, adulthood, middle adulthood and old age) in their approximate ages. These stages are:-

- During the growth stage, children explore by attending school, forming work habits and gaining self-control. They identify with role models and use fantasy and play for modelling. Through these activities they create awareness of their own interests and abilities.
- During the exploration stage, individuals narrow career choices and embark on vocational training. Vocational identity develops at this stage and vocational goals are set.

- During the establishment stage, the individual gains employment and as he/she works develops a working career and various means of gaining job satisfaction from work. The next task is to consolidate his/her position and engaging in advancement, promotion and seeking higher levels of responding.
- The maintenance stage is characterised by efforts to preserve ones own position in the world of work. The individual performs tasks which include holding on, keeping up, and innovating.
- The final stage in Supers' model is decline or disengagement. This stage is characterised by activities such as planning for retirement, reduction of workload, and eventual retirement.

iii) The life space

This is a process, which includes the roles that an individual plays throughout life, taking into account the context of their lives. The theory denotes the various social positions and roles that an individual holds throughout life. The nine life roles according to super include child, student, leisurite, citizen, worker, spouse, homemaker, parent and pensioner. The contexts within which these roles are performed include home, community, school, and workplace.

2.8.5 Anne Roe's Personality/ Structural Theory

Personality theories look at vocational choice or preference as an expression of one's personality. An individual's struggle to get into a career is an effort to match his/her individual characteristics with those of a specific occupational field. Roe's theory was based on Abraham Maslow's classic theory of needs. Human needs were categorised into seven by Maslow as depicted in Figure1. Maslow's theory postulates that a human being is in a constant state of want. Lower order needs are gratified before higher order needs arise (Gibson & Mitchell, 2003).

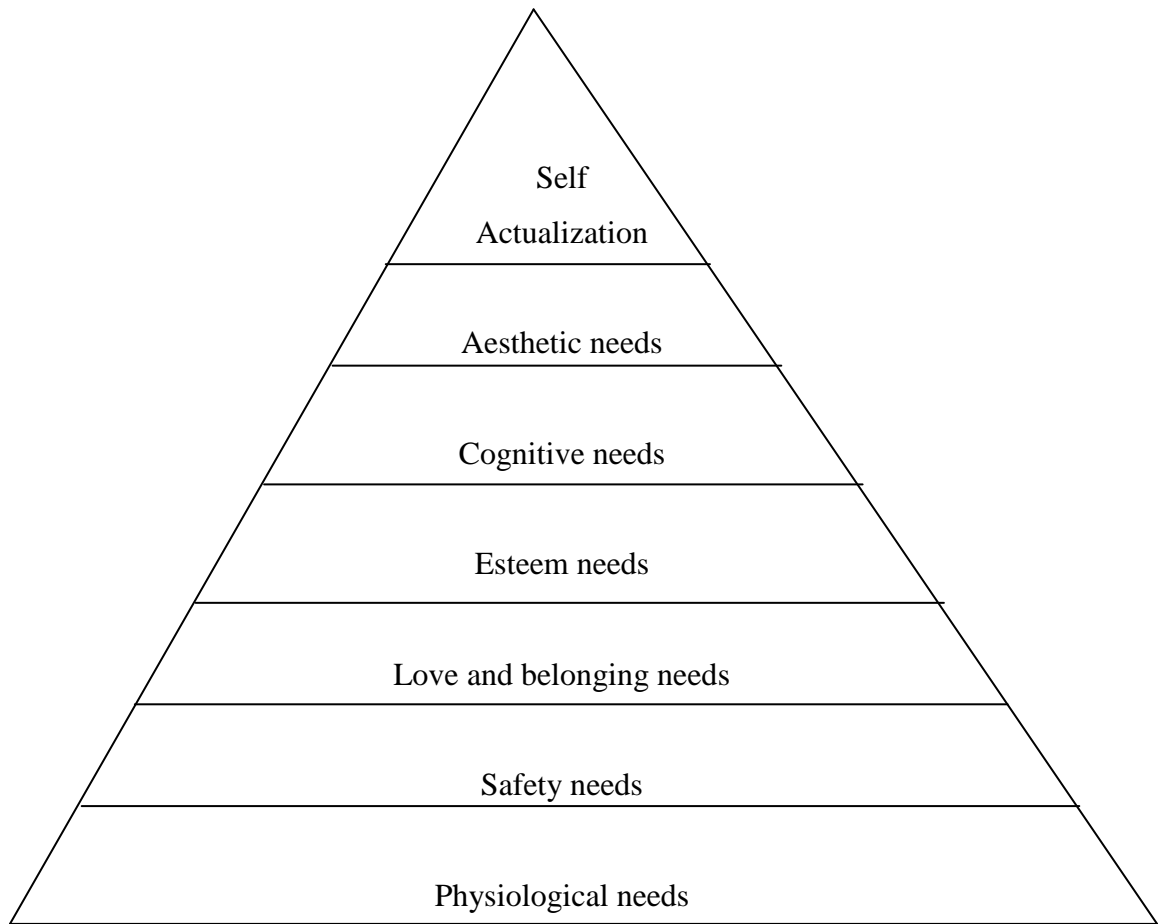


Figure 1 Maslow's Hierarchy of Needs

Roe holds that the needs structure of an individual is influenced by childhood experiences and that this structure in turn influences the occupational categories that an individual chooses. She identified three psychological climates in the home that are a function of parent-child relations. These are: -

- i. Emotional concentration on the child: – In this environment the child is either overprotected or the parents are over demanding.
- ii. Avoidance of the child: - In this environment, the parents are either neglecting or rejecting towards the child.
- iii. Acceptance of the child: - In this environment, the parents are loving and warm towards the child.

Experiences during an individual's childhood produce emotional and psychological deficits, which the individual tries to fill through his/her career. For instance; a person who was not respected during childhood will look for a job that will earn him/her respect from others (George & Cristiani, 1990).

Research has gathered evidence which points to the fact that some personality traits are responsible for certain career behaviours. From a broad point of view there are some personality characteristics which are pointers to behaviours such as hardworking, diligence, honesty, decisiveness, ambition, competence, and motivation, which may be desirable to any employer. Thus individuals with respective characteristics tend to find related jobs easily (O'Connell & Sheikh, 2007).

It has been assumed over the years that intelligence is the single most important determinant of scholastic and career success. However, present studies have proved that personality traits add a significant influence to intelligence in determining this success. Students who have characteristics such as organisation, attentiveness, perseverance and focus, achieve better in school than those without the said attributes (Di Fabio & Busoni, 2007). Such non-cognitive variables which are critical to academic and career success should be nurtured and strengthened through counselling. Thus in secondary schools, teachers and school counsellors should not focus too much on intelligence at the expense of other attributes of the student. Instead, schools should come up with effective counselling programmes to shape the individual student's personality, so as to develop attributes that will guarantee proper career planning, pursuance of the right training, and eventual entry into a suitable career.

2.8.6 Decision Making Theory

This theory is based on the principle that each individual has several career alternatives from which to choose. Since each choice has its own results or consequences which affect the individual, then he/she has to apply a decision-making model in choosing a career. The major factor to consider in choosing a career then will be the value that such a career is likely to add to the individual (George & Cristiani, 1990).

A number of theorists have contributed to this overall theory and they have identified the sequence of events that lead to a career decision, which is: -

- i. Defining the problem.
- ii. Generating alternatives.
- iii. Gathering information.
- iv. Processing information.
- v. Making plans and selecting goals.
- vi. Implementing and evaluating plans.

Decision-making is an analytical process, which is influenced by the purposes that it will serve in the decision maker's life. During this analysis an individual has to input personal resources such as intellectual and physical characteristics. The decision that is made is the one with the greatest net value to the decision maker (George & Cristiani, 1990).

The decision-making process is not limited to the career planning stages only. It is a life-long process which characterises an individual's life everyday, till death. In the career circles, such issues as relating to career mobility and occupational mobility are largely out of choice, and thus they require a decision-making process. With particular reference to change or embeddedness, there are many individual, organisational, and occupational factors that are involved. Many employees for instance remain embedded in their present careers even when it looks obvious that change will be to their advantage. On the other hand occupational change or organisational change are today viewed from a positive point of view (unlike in the past), and more employees are becoming more and more energised to consider alternative employers and occupations (Ng & Feldman, 2007).

The individual's decision to change or be embedded in a career will in most cases be guided by personal values. However, this may to a certain extent, be influenced by mentoring, family status, and financial motivations. The predicament that faces all employees is whether or not to change a career or organisation. Thus career guidance and counselling serves to build in the individual, a sound system of decision-making skills to ensure that career decisions made in future are calculated and for the benefit of the individual.

2.9 Conceptual Framework

Research has shown that, personality traits and an individual's background influence occupational beliefs, which in turn influence vocational interests, occupational goals, career choices, and performance at work. Career decision making thus is a reflection of how we identify ourselves as well as how we view ourselves in our future career. Career decisions are very much influenced by the information obtained through the career preparation phase of life. Further, every individual goes through a process of seeking social assistance from significant others and conducting a thorough self-evaluation (Wang *et al.*, 2007).

This study was based on a synthesis of six major theories of career development, which have had a great impact on career guidance and counselling. These six theories postulate the fundamental aspects, which lay a basis for a suitable career decision. Parsons' theory holds the view that there are three main factors that point to a career. First, an individual needs to have adequate knowledge of self with regard to one's aptitudes, abilities, interests, resources, and limitations. Secondly, an individual should have adequate knowledge of various careers available including their requirements, conditions, advantages, disadvantages, opportunities, and prospects. Finally, an individual should be able to understand the relationship between oneself and the career.

Holland's theory holds the view that for an individual to make an appropriate career choice, he/she needs to first understand personal and environmental characteristics that lead to satisfaction. Secondly, the individual should have an understanding of conditions that lead to personal fulfilment and satisfaction. Finally an individual should be able to pair the above two sets of aspects in order to acquire a career that will fulfil the two conditions for optimum growth and productivity.

Ginzberg's theory is based on an understanding of career decision as a developmental process. A career according to this theory, develops through three major stages. The fantasy stage is a time when the individual is developing role identification, thus identifying his/her place in society. The tentative stage is a time when one is enhancing his/her cognitive and intellectual development through education and training. The

realistic stage is when a fully developed individual who knows his/her place in society makes a sound career decision.

Super's theory is based on three aspects, which are the self, the lifespan, and the lifespan. The self includes all of an individual's interests and experiences. The lifespan is the whole process of career development throughout life, and it includes growth, exploration, establishment and decline. The life space includes all the roles that an individual occupies through life, and the context within which these roles are performed.

Anne Roe postulates that a career first serves to gratify a need, and secondly serves to fill in the deficits created by childhood experiences. The decision-making theory looks at career development process as identifying with a choice that guarantees maximum value addition to an individual's net worth.

In understanding career decisions and career development, these six theories are interactive and complementary. A counsellor should take into consideration these issues when helping an individual make a career choice. The factors relating to the self, the career of choice, the environment, developmental issues, and lifespan – life space issues interact and influence the individual in making a career decision. However, when an individual undergoes career guidance and counselling, he/she is empowered to interrelate all these issues, synthesise their interactions and relationships, acquire a sufficient level of career awareness and career planning, and make a career decision based on the informed and enhanced career knowledge.

This study sought to establish whether career guidance and counselling influences the levels of career awareness and career planning among secondary school students, in a field of intervening factors (self, career of choice, environment, developmental issues, and the lifespan-life space interaction). The relationship among the variables involved in career development of students is diagrammatically presented in Figure 2.

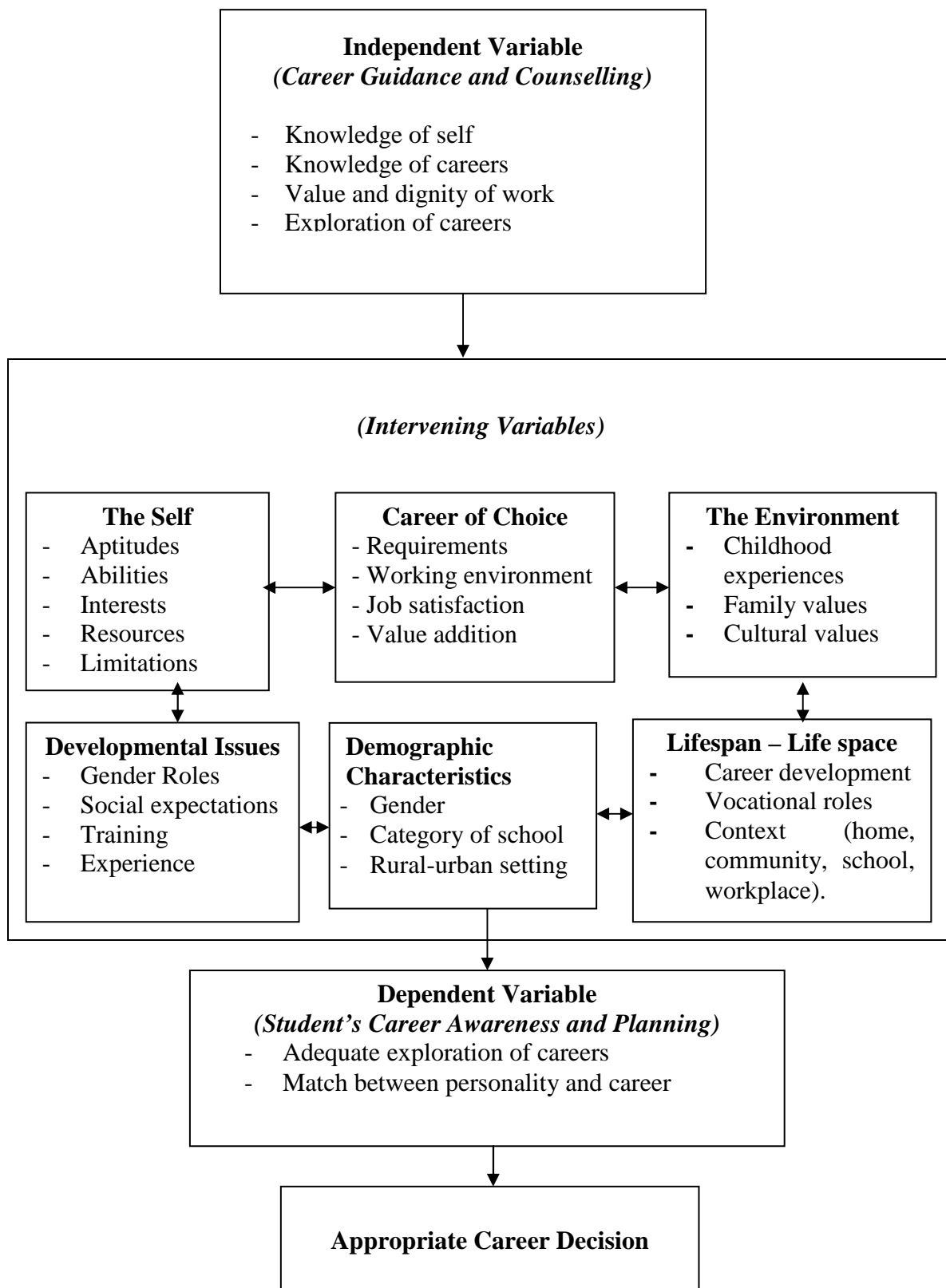


Figure 2. The Interaction among Factors in the Career Decision Making Process

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the procedures that were followed in carrying out the study. It details and systematises the various steps that were followed in the entire research. It includes the research design, the location of the study, the population, sampling procedure and sample size, data collection instruments, data collection procedure, and data analysis.

3.2 Research Design

The study was a descriptive survey that adopted the *ex post facto* design. This design is the most appropriate in a study where the independent variable cannot be directly manipulated since its manifestations have already occurred (Kerlinger, 2000). Further this design is appropriate in an after the fact analysis of an outcome or the dependent variable, as well as in comparative studies (Kathuri & Pals, 1993; Mugenda & Mugenda, 1999). This study investigated the role of career guidance and counselling which had already taken place, and compared the study variables across demographic characteristics.

3.3 Location of the Study

This study was conducted in public secondary schools in Nyeri District, Nakuru District, and Nairobi Province of Kenya. Nyeri District is situated in the Central Province; it is an agricultural region with high outputs of tea and coffee. Most people in this region are engaged in growing cash crops and subsistence crops, and a few keep livestock. The district is highly populated and better developed than most of the other regions of the country. Nakuru District is situated in the Rift-Valley province; it is a cosmopolitan region with cultural influences from almost all other parts of the country. It is a high potential area in agriculture, especially in production of food and horticultural crops. It is a highly populated region and fairly well developed. Nairobi is a metropolitan and the administrative as well as business capital of Kenya. It is the business hub of the country and East African Region, and hence most residents are either in formal employment or business. It is a highly populated city and about half of the residents live in slum areas. Public schools in these areas constitute a large student population coming from diverse geographical, cultural, political, and socio-economic backgrounds. Nairobi Province is

entirely urban, while Nyeri and Nakuru Districts have vast areas in rural settings, which provided valid comparison in the rural-urban dimension.

3.4 Population of the Study

The population of the study constituted form three students, school counsellors, and class teachers in Nairobi Province, Nyeri District, and Nakuru District. The distribution of schools and Form Three students in the three target areas were as shown in Table 2 and Table 3, respectively.

Table 2
Distribution of Schools by Type and Category in the Study Area

Study Area		Boys	Girls	Mixed	Total
Nyeri District	National	0	0	0	0
	Provincial	10	8	0	16
	District	5	9	82	98
	Total	15	17	82	114
Nakuru District	National	2	2	1	5
	Provincial	3	5	10	18
	District	1	3	101	105
	Total	6	10	112	128
Nairobi Province	National	4	1	0	5
	Provincial	7	9	2	18
	District	8	6	11	25
	Total	19	16	13	48
Total	National	6	3	1	10
	Provincial	18	22	12	52
	District	16	18	194	228
	Total	40	43	207	290

Source: D.E.O's office Nyeri, D.E.O's office Nakuru, and P.D.E's office Nairobi, 2004

Table 3
Distribution of Students by Gender and Category of School in the Study Area

Study Area		Boys	Girls	Total
Nyeri	National	0	0	0
District	Provincial	1358	1101	2459
	District	2679	3020	5699
	Total	4037	4121	8158
Nakuru	National	492	357	849
District	Provincial	973	1011	1984
	District	3059	2447	5506
	Total	4524	3815	8339
Nairobi	National	936	204	1140
Province	Provincial	1344	1492	2836
	District	1444	829	2273
	Total	3724	2525	6249
Total	National	1428	561	1989
	Provincial	3675	3604	7279
	District	7182	6296	13478
Total		12285	10461	22746

Source: D.E.O's office Nyeri, D.E.O's office Nakuru, and P.D.E's office Nairobi, 2004

3.5 Sampling Procedure and Sample Size

The sample was determined by the use of the formula indicated by Nassiuma (2000). This formula is useful in obtaining samples from populations whose underlying probability distributions are unknown. It utilises the coefficient of variation and the error margin, which are a measure of the reliability of the sample obtained, and the measures taken on the sample. The lesser the coefficient of variation and the error, the more reliable the sample is. Conventionally, the coefficient of variation should be less than or equal to

30%, while the error margin should be less than or equal to 5%. The formula is as follows:

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

Where;

N- Population size

n- Sample size

C- Coefficient of Variation

e- Error margin

Hence the sample sizes will be obtained as follows: -

Number of Students, n = 392

Number of Schools, n = 31

After the selection of the schools, two school counsellors and two class teachers were purposively selected from each school in the sample. The sample therefore comprised of three hundred and ninety two (392) form three students, sixty two (62) school counsellors, and sixty two (62) class teachers. There was proportional allocation of the number of schools and students based on the population, after stratification by school type, category of school, and gender of students. Random selection of schools preceded by putting pieces of paper with names of schools in a bag, and then drawing from the bag without replacement. Further the selection of students preceded by putting pieces of paper with their names in a bag, then drawing without replacement.

The distribution of schools in the sample is shown in Table 4. The sampled schools included 10 from Nyeri District, 13 from Nakuru District, and 8 from Nairobi Province. Among these schools, 7 were boys' schools, 8 were girls' schools, and 31 were mixed schools. There were 4 national schools, 8 provincial schools, and 19 district schools.

Table 4
Distribution of Sample Schools by Type and Category in the Study Area

Study Area		Boys	Girls	Mixed	Total
Nyeri District	National	0	0	0	0
	Provincial	1	1	0	2
	District	1	1	6	8
	Total	2	2	6	10
Nakuru District	National	1	1	0	2
	Provincial	1	1	1	3
	District	0	1	7	8
	Total	2	3	8	13
Nairobi Province	National	1	1	0	2
	Provincial	1	1	1	3
	District	1	1	1	3
	Total	3	3	2	8
Total	National	2	2	0	4
	Provincial	3	3	2	8
	District	2	3	14	19
	Total	7	8	16	31

The sample comprised of 210(53.6%) boys and 182(46.4%) girls in Form Three class as shown in Table 5. There were 143 students from Nyeri District, 145 from Nakuru District, and 104 from Nairobi Province. Among these, 33 were from national schools, 128 were from provincial schools, and 231 were from district schools.

Table 5
Distribution of Sample Students by Gender and Category of School in the Study Area

Study Area		Boys	Girls	Total
Nyeri District	National	0	0	0
	Provincial	24	19	43
	District	47	53	100
	Total	71	72	143
Nakuru District	National	7	6	13
	Provincial	17	18	35
	District	54	43	97
	Total	78	67	145
Nairobi Province	National	16	4	20
	Provincial	24	26	50
	District	21	13	34
	Total	61	43	104
Total	National	23	10	33
	Provincial	65	63	128
	District	122	109	231
	Total	210	182	392

Table 6 indicates the distribution of the sample according to the selected demographic characteristics. The sample was then clustered according to the category of school in the country's classification. There were 33(8.4%) students from National Schools, 126(32.7%) from Provincial Schools, and 231(58.9%) from District Schools. The sample was further clustered according to the rural-urban setting of the schools. There were 250(63.8%) of students from rural schools and 142(36.2%) from urban schools.

Table 6
Demographic Characteristics of Students in the Sample

Student's Gender	Category of School	Setting of School	Sample Size	Percentage
Male	National	Urban	23	5.9%
		Rural	41	10.4%
	District	Urban	24	6.1%
		Rural	87	22.2%
		Urban	35	8.9%
Female	National	Urban	10	2.5%
		Rural	37	9.4%
	District	Urban	26	6.6%
		Rural	85	21.7%
		Urban	24	6.1%
Total	National	Urban	33	8.4%
		Rural	78	19.9%
	District	Urban	50	12.8%
		Rural	172	43.8%
		Urban	59	15.1%
	Total	Rural	250	63.8%
		Urban	142	36.2%
Total			392	100.0%

The sample included school counsellors and class teachers who were purposively selected according to the schools sampled. As shown in Table 7, each of the two cadres of respondents was also stratified according to the category of schools with 8(12.9%) coming from national schools, 16(25.8%) from provincial schools, and 38(61.3%) from district schools. Further, they were clustered according to the rural-urban setting of the schools, with 38(61.3%) drawn from rural schools and 24(38.7%) drawn from urban schools.

Table 7
Demographic Characteristics of School Counsellors and Class Teachers in the Sample

Category of School	Setting of School	Sample Size	%
National	Urban	8	12.9%
Provincial	Rural	10	16.1%
	Urban	6	9.7%
District	Rural	28	45.2%
	Urban	10	16.1%
Total	Rural	38	61.3%
	Urban	24	38.7%
	Total	62	100.0%

3.6 Instrumentation

The researcher developed three research instruments. The first questionnaire was designed for Form Three students to obtain information about their career awareness, career planning, status of career guidance and counselling, the role of career guidance and counselling in their career development, and their perception about the role of career guidance and counselling (Appendix A). The second questionnaire was designed for school counsellors to obtain information about their counsellor training, status and practice of career guidance and counselling, their role in the career development of students, as well as their perceptions about the role of career guidance and counselling (Appendix B). The third questionnaire was designed for class teachers to obtain information about their role in students' career development process, and their perceptions about the role of career guidance and counselling (Appendix C). The instruments were developed after wide reading in psychometrics and consultation with experts in the Department of Psychology, Counselling, and Educational Foundations at Egerton University, to ensure their validity.

A pilot study was conducted before the main study. For this purpose three (3) schools were selected, one (1) from Nyeri District, one (1) from Nakuru District, and one (1) from Nairobi Province. Ten (10) students, two (2) school counsellors, and two (2) class teachers from each school were involved in this exercise. This was done in order to

measure the reliability and ensure the validity of the data collection instruments, as well as enable the researcher understand the logistical issues of the study. Reliability was determined using the Cronbach alpha method for internal consistency. This method is used to estimate the reliability of an instrument upon a single administration (Mugenda and Mugenda, 1999). The questionnaires had a composite reliability coefficient of 0.74. According to Koul (1993), a reliability coefficient of 0.70 is considered acceptable for internal consistency levels. Hence the instruments were considered reliable enough for this study.

3.7 Data Collection Procedure

The researcher obtained a research permit from the Ministry of Education, Provincial Director of Education Nairobi Province, and District Education Officers in Nyeri and Nakuru districts. The researcher travelled to the individual schools and administered the questionnaires to the selected respondents, after obtaining permission from the principals of the schools.

3.8 Data Analysis

The data obtained was processed using the Statistical Package for Social Science (SPSS) Version 11.0. The instruments were scored on a five-point Likert scale, and the responses were assigned rating scores between 1 and 5, which were used to determine the measure of the attributes. Both descriptive and inferential statistics were used in data analysis. Descriptive statistics; frequency tables, percentages, and cross tabulations were generated to explain various attributes of the variables under study, while inferential statistics (Chi-Square test, Pearson's Correlation, and One-way Analysis of Variance) were used to test hypotheses. Analysis of Variance test which was heavily utilised in this study was deemed suitable because it is used to test significance of differences between sample means (Argyrous, 2000).

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents research findings, interpretation of data, and discussion. The data was analysed using SPSS version 11.0. Both descriptive and inferential statistics were used. The hypotheses were tested by application of Chi-Square test, Pearson's Correlation, and One-way Analysis of Variance (ANOVA). All hypotheses tests were performed at a significance level of 0.05. Acceptance or rejection of the null hypothesis was based on the calculated test statistics and the value of the probability of significance (p value). The null hypothesis was accepted if $p \geq 0.05$, and it was rejected if $p < 0.05$. The chapter further gives a discussion of findings and a comparison with similar studies done. The conclusions made on whether to accept or reject the stated null hypotheses were based on the data collected from the three cadres of respondents (students, school counsellors, and class teachers), and comparisons were made according to the selected demographic characteristics (gender, category of school, and rural-urban setting of school). The results are presented and discussed in the order of the stated objectives, followed by the testing of hypotheses.

4.2 The Status of Career Guidance and Counselling in Kenya's Public Secondary Schools

Objective One: To establish the status of career guidance and counselling programme in Kenya's secondary schools.

Items in the questionnaires sought to establish the availability of career guidance and counselling services in public secondary schools, and to determine whether the programme had been well implemented. There was need to investigate this dimension since the success of the programme depends primarily on how it is implemented, as well as the attitudes and perceptions of both the service providers and the clientele. The responses of school counsellors and class teachers on the status of the guidance and counselling programme and specifically the career guidance and counselling services were as shown in Table 8.

Table 8
Teachers' and Class Teachers' Views on the Status of Career Guidance and Counselling

Item	School Counsellors		Class Teachers	
	Yes	No	Yes	No
Do you have any training in guidance and counselling?	49 (79.0%)	13 (21.0%)	36 (58.1%)	26 (41.9%)
Is there a career guidance programme in your school?	56 (90.3%)	6 (9.7%)	56 (90.3%)	6 (9.7%)
Do you work with parents in students' career issues?	46 (74.2%)	16 (25.8%)	27 (43.5%)	35 (56.5%)
Do you work with teachers in students' career issues?	58 (93.5%)	4 (6.5%)	46 (74.2%)	16 (25.8%)
Do you facilitate students' career group discussions?	42 (67.7%)	20 (32.3%)	27 (43.5%)	35 (56.5%)
Do you have adequate career information to aid students who seek it?	26 (41.9%)	36 (58.1%)	28 (45.2%)	34 (54.8%)
Are you sufficiently trained in guidance and counselling?	25 (40.3%)	37 (59.7%)	N/A	N/A
Do students involve you in their subject choice process?	46 (74.2%)	16 (25.8%)	44 (71.0%)	18 (29.0%)
Does the school administration support the career guidance and counselling programme?	59 (95.2%)	3 (4.8%)	N/A	N/A
Do your fellow teachers support the career guidance and counselling programme?	54 (87.1%)	8 (12.9%)	N/A	N/A
Do parents support the career guidance and counselling programme?	45 (72.6%)	17 (27.4%)	N/A	N/A
Do students support the career guidance and counselling programme?	53 (85.5%)	9 (14.5%)	N/A	N/A
Do students consult you on career related issues?	N/A	N/A	38 (61.3%)	24 (38.7%)
Do you refer your students to the school counsellor on career issues?	N/A	N/A	50 (80.6%)	12 (19.4%)

On average 75.1% of school counsellors and 63.1% of class teachers responded in the affirmative, indicating that career guidance and counselling services were largely available in Kenya's public secondary schools. However, the results revealed a serious deficit in the training of those charged with running the programme. In terms of the preparedness of service providers, a significant number of school counsellors and class teachers had no training in guidance and counselling. Amongst those school counsellors who were trained, a significant number felt that they did not have adequate training in guidance and counselling. This led to the conclusion that competence may have been lacking due to this training gap, and hence the programme may not have achieved its objectives as desired. These findings agree with Ngumi *et al* (2003) who had found that there was a serious training deficit among secondary school counsellors in Kenya.

The introduction of the guidance and counselling programme in secondary schools had been taken seriously since majority of school counsellors and class teachers reported the availability of the programme in their schools. However, a minority of the schools did not have guidance and counselling programmes and this raised questions pertaining to how careers education was handled in these schools. Although only a minority of students reported not having the programme in their schools, absence of the programme altogether was an indication that career guidance may have been negatively affected, hence these students may have been drifting in the system without a proper means of connecting their learning with the future world of work or they may be having alternative sources of career information. With the high population of school going children in Kenya, 9.7% represents a significant number.

While the majority of school counsellors involved significant others in their service delivery, only a minority of class teachers reported that they involved parents in the career decision making process of the students. Thus a significant number of students may have been missing the critical input of their parents when making career decisions. Since the parents have immense knowledge of their children's personality characteristics, then the absence of their contribution may mean a significant deficit of knowledge which may lead to inappropriate career choices. Similarly, the majority of school counsellors and class teachers involved other teachers in the students' career decisions.

Other teachers in the school spent quality time with students and thus had useful knowledge of the students. Since teachers are professionals, their assessment of the students' abilities and interests is very important. The failure to involve parents and teachers in the career decisions of students may also lead to a knowledge deficit on the part of the school counsellors and the class teachers. The above findings pointed to a deficit in the provision of career guidance and counselling, since significant others did not play the important role of enriching students, career decisions. This is in reference to Pummell *et al* (2007), who found that the involvement of significant others in the career decision making process provides the emotional and tangible support necessary in the success of this exercise. Thus in the absence of their involvement, the students are denied this critical support.

Group counselling is a critical forum for disclosure and feedback, and a significant number of school counsellors organised group counselling sessions for students on career issues. However, more than half of class teachers did not organise these sessions. This implied that a significant number of students were making their decisions without any peer review or feedback, as well as a forum to exchange their ideas and share experiences. There is a danger of making inappropriate choices when a student is coming from a closed environment without any other point of view except his/her own.

Less than half of school counsellors and class teachers had adequate career information to make available to students. This was an indication that more than half of the students may be making career choices with a lack of crucial information. This was a pointer to the fact that the majority of the students must be making inappropriate career choices. These findings were in line with Diemer (2007) who encourages schools to use all possible means to avail sound career information to students, if good career decisions are to be made. Results indicated that a significant number of students may be making poor subject choices due to lack of professional guidance, eventually leading to inappropriate career choices. The school has a responsibility to build confidence in students before they make their subject choices. Students who have this confidence make better choices, are more committed to their studies, and tend to achieve their goals more. This confidence depends on the level of career exploration that a student has taken (Germeijs & Verschueren, 2007).

Results showed that generally, the career guidance and counselling programme had the support of the school administration, teachers, and parents. In spite of the programme having widespread support from students, more effort needed to be made to ensure that the support for the programme was more significant to the remaining proportion of students. There was need to create more awareness among students through sensitisation programmes in the schools to ensure that all students benefited from guidance and counselling services. In general, the findings pointed to the fact that some students did not utilise the human resources availed to them by the school in their career decision making. There may have been a misunderstanding by students regarding the roles of school counsellors and class teachers with regard to career issues. This may also have been due to factors observed earlier in this study such as lack of time or lack of career guidance and counselling programme in some schools.

Table 9
Students' Frequency of Seeking Career Guidance and Counselling Services from School Counsellors and Class Teachers

School Counsellors			Class Teachers		
Not Frequent	Frequent	Very Frequent	Not Frequent	Frequent	Very Frequent
32 (51.6%)	30 (48.4%)	0 (0%)	45 (72.6%)	16 (25.8%)	1 (1.6%)

Majority of the school counsellors and class teachers reported that the consultation from students was not frequent as indicated in Table 9. Thus in spite of the fact that career entry is the ultimate goal of every student, the services put in place for this preparation were not properly utilised. The failure by students to seek career guidance from their class teachers may have been because of lack of adequate awareness among students, or because school counsellors were playing the role of disciplinarians in the schools, and this conflicted with their role as counsellors. A set of questions similar to that administered to school counsellors and class teachers was also administered to students. As the consumers, the students were expected to elicit useful data regarding the status of career guidance and counselling services in schools. Students' responses are shown in Table 10.

Table 10
Students' Views on Status of Career Guidance and Counselling Services in Secondary Schools

Item	Yes	No
Do you have guidance and counselling programme in your school?	335 (85.5%)	57 (14.5%)
Is Career guidance and counselling offered in your school?	307 (78%)	85 (21.7%)
Do you have a counsellor in your school?	333 (84.9%)	59 (15.1%)
Do you find enough time for career guidance and counselling?	162 (41.3%)	230 (58.7%)
Have you consulted the school counsellor on career issues?	143 (36.5%)	249 (63.5%)
Do you attend group career guidance and counselling sessions?	213 (54.3%)	179 (45.7%)
Have you read literature containing career information?	192 (49.0%)	200 (51.0%)
Have you had speakers on career information?	323 (82.4%)	69 (17.6%)
Does the school counsellor work with parents in career issues?	109 (27.8%)	283 (72.2%)
Does the school counsellor work with teachers in career issues?	283 (72.2%)	109 (27.8%)
Does the school counsellor facilitate career group discussions?	159 (40.6%)	233 (59.4%)
Have you benefited from career guidance and counselling?	296 (75.5%)	96 (24.5%)
Has career guidance and counselling enabled you to choose a career?	263 (67.1%)	129 (32.9%)

A mean of 61.2% of students indicated that career guidance and counselling services were well implemented in Kenya's public secondary schools. Majority of the students had guidance and counselling programmes in their schools meaning that there had not been a complete implementation of the guidance and counselling programme in all schools and this was expected to have a negative effect on the career development process of some students. Further, the majority of students had career guidance as a component of their guidance and counselling services. However, 21.7% of students did not have career guidance and counselling services in their schools. This had an adverse effect on the students' ability to acquire career awareness and eventually make career plans. These findings agreed with previous researches which indicated that guidance and counselling services had not been well entrenched in some secondary schools in Kenya (Ndung'u, 2003).

Majority of students had counsellors in their schools, but 15.1% of students did not have school counsellors. This was the reason for the failure to have guidance and counselling programme and career guidance services in some schools. Most students reported not to have adequate time for counselling. This could mean that the structures were not efficient enough to ensure that indeed students benefited from the counselling services initiative. Ndung'u (2003) had found that limited time among teachers was a major hindrance to the provision of guidance and counselling services in Kenyan secondary schools. The above findings also showed that the entire school system was too overloaded for both the teachers and the students, and this was hurting the provision of guidance and counselling services.

A minority of students had consulted their school counsellors on career related issues, and this was an indication that the majority of students did not seek professional help when making career decisions, and this may have led to inappropriate career decisions. This was of interest since it seemed to contradict with the huge proportion of students with high levels of career awareness. The students then may have acquired alternative sources of career information such as significant others and the mass media. Failure by about half of the students to read career related literature was one of the contributing factors in the deficit within the knowledge base of most students, which may have led to uninformed career choices. There was however a positive sign that most schools were inviting

professionals and motivational speakers into schools and this was expected to have given significant benefits to students.

Responses from students revealed minimal involvement of parents in the career facilitation by schools. This meant that this very important group of significant others was largely left out of their children’s career development process. According to Robb *et al* (2007), the involvement of parents and particularly the mother, is of prime importance in a youth’s career decision making process. In contrast, majority of students had involved teachers in their career decisions. This was a positive indication since teachers could elicit enormous information about the abilities and interests of their students. About a quarter of students reported not to have benefited from career guidance and counselling services. This raised questions about the implementation of the guidance and counselling programme. However this was an indication that most secondary school students appreciated the critical role of career guidance and counselling in their career development process. It was interesting to note that most students did not consider their school counsellors as the most important consultants on career issues, with the majority opting for teachers and parents as shown in Table 11. This may have meant that the role of the school counsellor was still partly misunderstood, or that most students had no confidence in their school counsellors, or that the implementation of the programme in most schools was questionable. Another reason may have been lack of proper awareness among students on the services offered by school counsellors, that is, the programmes may have been in place but students did not fully understand its role in their lives.

Table 11
Students’ Most Important Consultants on Career Issues

	Frequency	Percent
School Counsellor	88	22.4
Teachers	134	34.2
Parents	117	29.8
Friends	22	5.6
Brothers/Sisters	12	3.1
Religious Leader	19	4.8
Total	392	100.0

Hypothesis One: There is no statistically significant association between career guidance and the career guidance and counselling programme in Kenya’s public secondary schools.

A One-Sample Chi-Square Test was used to test this hypothesis. It was expected that if the programme had been implemented well, then more than half of the students would have responded in the affirmative to the items seeking information on the running of the programme.

Table 12

Status of Career Guidance and Counselling Programme in Schools

Status of the Programme	Observed N	Expected N	Residual
Programme Well Implemented	238	196.0	42.0
Programme Poorly Implemented	154	196.0	-42.0
Total	392		

The Chi-Square test yielded $\chi_1^2 = 18.00$, $p = 0.000$, hence the null hypothesis that there is no statistically significant association between career guidance and the guidance and counselling programme in Kenya’s public secondary schools was rejected. The conclusion therefore was that implementation of the career guidance is not independent from the guidance and counselling programme in the majority of public secondary schools in Kenya.

4.3 Career Awareness and Career Planning among Public Secondary School Students

Objective Two: To determine the relationship between career awareness and career planning, among public secondary school students.

The career awareness and career planning of students were both measured using two different scales which had 11 items each, upon which the respondent was supposed to indicate the extent to which he/she agreed or disagreed with each statement, in a Likert scale. The responses to each item were classified as Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). The relationship between these two variables was established using Pearson’s Correlation.

4.3.1 Students' Career Awareness Level

On the career awareness test, a response of Strongly Agree and Agree showed a high level of career awareness; Undecided indicated indecisiveness, while Disagree and Strongly Disagree indicated a low level of career awareness. The scoring of the test was done such that; the responses earned points on a scale of 1-5, with SA scoring 1, and SD scoring 5. Levels of career awareness were interpreted according to the score obtained in the career awareness test as follows: High (11-28), Undecided (29-39), Low (40-55).

Table 13
Students' Career Awareness Level

Items	SA	A	U	D	SD
1. I understand what a career means.	197 (50.3%)	163 (41.6%)	24 (6.1%)	3 (0.8%)	5 (1.3%)
2. I am aware of the various careers available in the country	129 (32.9%)	164 (41.8%)	75 (19.1%)	12 (3.1%)	12 (3.1%)
3. I know the training requirements for various careers	58 (14.8%)	134 (34.2%)	126 (32.1%)	44 (11.2%)	30 (7.7%)
4. I know the various working conditions for various careers	33 (8.4%)	121 (30.9%)	134 (34.2%)	63 (16.1%)	41 (10.5%)
5. I know how various jobs are related to each other.	40 (10.2%)	142 (36.2%)	116 (29.6%)	61 (15.6%)	33 (8.4%)
6. I know my abilities in terms of career involvement.	124 (31.6%)	157 (40.1%)	77 (19.6%)	23 (5.9%)	11 (2.8%)
7. I know my career interests.	233 (59.4%)	118 (30.1%)	29 (7.4%)	7 (1.8%)	5 (1.3%)
8. I know the career that would give me optimum satisfaction.	199 (50.8%)	84 (21.4%)	78 (19.9%)	25 (6.4%)	6 (1.5%)
9. I have some experience in my career of choice.	74 (18.9%)	102 (26%)	74 (18.9%)	83 (21.2%)	59 (15.1%)
10. I know the career environment in which I can work best.	116 (29.6%)	125 (31.9%)	99 (25.3%)	35 (8.9%)	17 (4.3%)
11. I know my career capabilities and limitations.	92 (23.5%)	123 (31.4%)	110 (28.1%)	39 (9.9%)	28 (7.1%)

Majority of the students agreed with the statements in the test indicating that they had high levels of career awareness. Majority of students understood the concept of career, and they had a good focus on future careers. However a small proportion of students were likely to make very poor career decisions due to lack of understanding of this fact. Makinde (1984) argues that a good understanding of the concept of careers is crucial in helping students make realistic career choices. Majority of students were well aware of the various careers available, but a few were unaware. These students did not know much about what the world of work had to offer, and the career alternatives available for their exploration. Lack of this knowledge also meant that these students could not have a good focus on the future world of careers, and this in turn interfered with their focus on the achievement of their educational objectives. A student who is making a career choice needs to know and understand the various careers available to him/her, if a sound career choice is to be made (Mutie & Ndambuki, 1999).

About half of the students had no knowledge of career requirements; hence they could not make sound career choices. These results supported findings by Feldman (2000) who found that limited knowledge of requirements of various careers leads to wrong choices since there is absence of an assessment of personal attributes and an evaluation of the same against available career alternatives. Students could not make sound career choices since they were unaware of whether their personalities were compatible with conditions of their careers of choice. Without this knowledge, students could not have a chance to match their personalities to the appropriate careers, that is, careers in which they could perform optimally. Basing on findings by Patton & McMahon (1999), then the failure by an individual to match these variables correctly leads to a career choice with a mismatch and this has adverse effects on future productivity at work and job satisfaction.

Majority of the students did not have sufficient knowledge to effectively explore career alternatives. A good career choice involves exploring many alternatives before the ultimate choice. It was important that students understood how various professions worked, and how they in turn supported each other. Proper career exploration has been proved to lead to proper educational choices and academic adjustment among learners (Germeijs & Verschueren, 2007).

The majority of students knew their career interests. Knowledge of one's interest in career selection has an impact on job satisfaction as well as initiative and creativity in the workplace (Patton & McMahon, 1999). Interests just like abilities are pointers to how well an individual will be motivated to work and be creative in his/her career. Unless a student has a good assessment of his/her abilities, they will be unable to select careers that match their abilities. Abilities are the pointers to an individual's potential, hence the need for a career choice to be based on one's abilities (Gibson & Mitchell, 2003). Further, the majority of students knew those careers that would satisfy them. Unless a career can satisfy the worker in all aspects, it ceases to be an appropriate choice. Thus an individual who has to make a career choice must focus on a career that will guarantee this satisfaction. A career is an opportunity for an individual to reach self-actualisation, hence there is need for one to choose a career that will guarantee personal growth and improvement (Rinke, 2007).

Previous research showed that early work experience encourages higher career planning and exploration (Creed *et al*, 2007). Majority of the students had no idea what their career of choice entailed. The education system had failed to expose these students to the world of work though building linkages with industries and organisations where students could be attached and learn more about their careers of interest, hence, the lack of experience. This meant that students selected careers based on what they may have heard from others and the media, and these may not have been adequate or appropriate sources of career information. Compatibility leads to optimum productivity, hence failure to look into the working environment may lead to an inappropriate career environment and choice. This was in line with earlier findings by Sadker & Sadker (2000) who found that experience of a career helps one to understand its conditions more deeply and to gauge the suitability of his/her personality with that career.

A significant number of students did not know their career abilities and limitations. Without a wholesome assessment of one's abilities and limitations, an individual will not be able to place talent where it is required; hence he/she cannot make a good career choice. Previous findings by Gibson & Mitchell (2003) had emphasised the role of knowledge of one's abilities and limitations. These had direct influence on success in training as well as the actual performance in the workplace.

The career awareness test scores of students had a mean of 24.99 and a standard deviation of 6.77. This meant that in general, students had a high level of career awareness. This may have been due to the impact of the provision of guidance and counselling services, since previous studies such as by Rinke (2007), attribute high levels of career awareness to the provision of guidance and counselling. These findings also reinforced the fact that students, school counsellors, and class teachers had indicated that the guidance and counselling programme had been well implemented in most public secondary schools. However, the value of the Standard Deviation showed that the scores varied significantly such that, whereas there were students with high levels of career awareness, there were also some with very low levels of career awareness.

Table 14
Levels of Career Awareness among Students

Level of Career Awareness	Frequency	Percent
High	280	71.4
Undecided	103	26.3
Low	9	2.3
Total	392	100.0

According to results shown Table 14, a majority of the students had high levels of career awareness. The high levels of career awareness among secondary school students in Kenya may have been due to career guidance and counselling services in these schools. However, there was an indication that some students had low level of career awareness and others were undecided. Thus the impact of career guidance and counselling needed to be improved to reach all students. The relatively large proportion of students who were undecided on this issue was a further pointer to the fact that more information needed to be provided to these students in order to enhance their career decisions. Mallet & Vignoli (2007) argued that since students in secondary schools are at an exploratory stage, there is need to provide more clarification of career issues for more career focus and clarity of perceptions about one's career aspirations.

4.3.2 Students' Career Planning Level

On the career planning test, a response of Strongly Agree and Agree showed a high level of career planning; Undecided indicated indecisiveness, while Disagree and Strongly Disagree indicated a low. Levels of career planning were interpreted according to the score obtained in the career planning test as follows: High (11-28), Undecided (29-39), Low (40-55). The descriptive statistics derived were as shown in Table 15.

Table 15
Students' Career Planning Level

Items	SA	A	U	D	SD
1. I have made my career choice.	193 (49.2%)	118 (30.1%)	64 (16.3%)	9 (2.3%)	8 (2%)
2. I have explored my career of interest.	54 (13.8%)	107 (27.3%)	120 (30.6%)	75 (19.1%)	36 (9.2%)
3. I have read about my career of interest.	73 (18.6%)	147 (37.5%)	81 (20.7%)	57 (14.5%)	34 (8.7%)
4. I chose my subjects based on my future career.	255 (65.1%)	99 (25.3%)	21 (5.4%)	10 (2.6%)	7 (1.8%)
5. I aim at joining university after my secondary education.	274 (69.9%)	67 (17.1%)	38 (9.7%)	8 (2%)	5 (1.3%)
6. I aim at joining a college after secondary school education.	71 (18.1%)	108 (27.6%)	102 (26%)	53 (13.5%)	58 (14.8%)
7. I aim at getting a job after my secondary school education.	76 (19.4%)	70 (17.9%)	93 (23.7%)	73 (18.6%)	80 (20.4%)
8. I aim at working and studying part-time after school.	128 (32.7%)	133 (33.9%)	62 (15.8%)	28 (7.1%)	41 (10.5%)
9. I have consulted professionals in my career of choice.	41 (10.5%)	67 (17.1%)	73 (18.6%)	116 (29.6%)	95 (24.2%)
10. I have consulted the school counsellor on my career choice.	31 (7.9%)	72 (18.4%)	44 (11.2%)	138 (35.2%)	107 (27.3%)
11. I have obtained enough knowledge about my career choice	52 (13.3%)	75 (19.1%)	103 (26.3%)	90 (23%)	72 (18.4%)

Results indicated that there was a fairly high level of career planning among students in Kenya's public secondary schools. Most students had already identified their careers of choice, meaning that by form three class, most secondary school students in Kenya had made career choices. This high number of students who had made career choices underlined the findings in the previous section which showed that there was a high level of career awareness among these students. Less than half of students had explored their careers of choice, and this meant that majority of students had not confirmed whether they had chosen the right careers. Unless an individual had explored his/her career of choice, it is difficult for him/her to know sufficiently about it hence the choice may be inappropriate. This was in line with Gardner & Jewler (2000), who argued that a career choice requires exploration for the purpose of experience and competence. Exploration also serves to provide an opportunity to try and match one's personality to the career of choice.

Almost half of the students had read on their careers of choice, and such a deficit in knowledge may have had a serious impact on the process of career choice since it meant that majority of students were not making informed choices. The findings agreed with (Sadker & Sadker, 2000) who argued that the role of career education and provision of career information to students had been highlighted by many scholars, and it was fundamental to the career decision making process. An overwhelming majority of students had used their career aspirations as a basis for selecting subjects. This meant that the majority of Kenyan secondary school students were able to make a connection between their present studies and future careers. This connection had a positive impact on the students' focus on their educational goals.

The career planning test scores of students had a mean of 28.34 and a standard deviation of 6.18. Thus in general, less than half of the students had a high level of career planning. The standard deviation however indicated that there were significant variations in the scores, thus in some students, levels of career planning were significantly low. This may have been indicative of the fact that in spite of proper implementation of the guidance and counselling programme, strategies needed to be put in place to ensure that its impact went beyond creating career awareness. These findings showed that, even though students had been exposed to career information and had high levels of career awareness; this did not

translate to consistency in career planning. Career guidance and counselling seemed not to have a lot of impact on the desired outcome of a career-focused individual. This career indecision among students may have been a product of poor adjustment and low levels of identity achievement as earlier found out by Skorikov (2007).

Table 16
Levels of Career Planning among Students

Levels of Career Planning	Frequency	Percent
High	188	48.0
Undecided	193	49.2
Low	11	2.8
Total	392	100.0

Hypothesis Two: There are is no statistically significant relationship between career awareness and career planning among public secondary school students.

This hypothesis was tested by correlating the scores of students on the career awareness test with their scores on the career planning test. The results of this test are shown in Table 17.

Table 17
Relationship between Career Awareness and Career Planning

		Career Awareness	Career Planning
Career Awareness	Pearson Correlation	1.000	.529*
	Sig. (2-tailed)	.	.000
	N	392	392
Career Planning	Pearson Correlation	.529*	1.000
	Sig. (2-tailed)	.000	.
	N	392	392

A Pearson Correlation computation yielded a coefficient $r = 0.529$, $p = 0.000$, which meant that there was a positive relationship as shown in Table 17. The decision was to reject the null hypothesis that there is no statistically significant relationship between career awareness and career planning among public secondary school students. Thus

based on the above findings, a high level of career awareness led to a high level of career planning among secondary school students in Kenya. These findings agree with previous research findings which indicate that a high level of career exploration and awareness leads to a high level of career planning (Creed *et al*, 2007). There was an indication that further improvement of the students' career awareness would lead to improved career planning as desired. Findings by Creed *et al*, (2007) had earlier indicated that career decision-making confidence and career to be positively correlated.

4.4 Relationship between Career Guidance and Counselling Services and Students' Levels of Career Awareness and Career Planning

Objective Three: To determine the role of career guidance and counselling in the students' career awareness and career planning.

The results were expected to negate or confirm that the career services provided in secondary schools indeed led to increased career awareness and career planning among students. A cross tabulation of findings indicating the relationship between career guidance and counselling services and students' career awareness is shown in Table 18.

Hypothesis Three: There is no statistically significant relationship between career guidance and counselling services and students' career awareness and career planning.

Table 18

Relationship between Career Guidance and Counselling Services and Students' Career Awareness

	Status of Career Guidance and Counselling Services		Total
	Well Implemented	Poorly Implemented	
High Level of Awareness	185	95	280
Undecided	49	54	103
Low Level of Awareness	4	5	9
Total	238	154	392

A Chi-Square test yielded $\chi^2 = 11.83$, $p = 0.003$, leading to the rejection of the null hypothesis that there is no statistically significant relationship between career guidance and counselling services and students' career awareness. Students, who attended schools where the career guidance and counselling programme had been well implemented, had higher levels of career awareness.

The objective further aimed at determining whether or not the provision of career guidance and counselling services influenced the students' levels of career planning. A cross tabulation of findings indicating this relationship is shown in Table 19.

Table 19
Relationship between Career Guidance and Counselling Services and Students' Career Planning

	Status of Career Guidance and Counselling Services		Total
	Well Implemented	Poorly Implemented	
High Level of Planning	137	51	188
Undecided	98	95	193
Low Level of Planning	3	8	11
	238	154	392

A Chi-Square test yielded $\chi^2 = 24.80$, $p = 0.00$, leading to the rejection of the null hypothesis that there is no statistically significant relationship between career guidance and counselling services and students' career planning. Students, who attended schools where the career guidance and counselling programme had been well implemented, had higher levels of career planning. Based on the above two Chi-Square tests, the null hypothesis was rejected and a conclusion made that there was a statistically significant relationship between provision of career guidance and counselling services and students' levels of career awareness and planning. These findings are very significant because they underline the critical role played by career guidance and counselling in schools. Thus if the objectives of placement are to be achieved within Kenya's education system, then career guidance and counselling services in secondary schools must be strengthened.

4.5 Relationship between the Students' Career Awareness and Career Planning, and Selected Demographic Characteristics

Objective Four: To establish the relationship between the students' career awareness and career planning and selected demographic characteristics.

The selected demographic characteristics were category of school, rural-urban setting, and gender. A series of ANOVA tests were conducted to find out whether there were statistically significant differences among career awareness, career planning and the selected demographic characteristics.

Hypothesis Four: There is no statistically significant relationship between the students' career awareness and career planning, and selected demographic characteristics.

4.5.1 Relationship between Category of School and Students' Career Awareness and Career Planning

Public secondary schools in Kenya were categorised into three; national schools, provincial schools, and district schools; according to the policy of the Ministry of Education. Although the schools admitted students of different levels of academic ability, the implementation of policies from the Ministry of Education was not different across the categories of schools.

However, there was a possibility that implementation of the guidance and counselling programme may have depended on the facilities and resources that a school had, in addition to the sensitisation strategies employed by the school, as well as the support from all stakeholders in the school. This study, therefore, sought to find out whether or not the levels of career awareness and career planning among students in different categories of schools differed. The results did not indicate significant differences in the means across the three categories of schools.

Table 20

Means and Standard Deviation of Career Awareness Scores by Category of School

Category	N	Mean	SD	Std. Error
National	33	25.5152	6.69478	1.16541
Provincial	128	24.6719	5.98832	.52930
District	231	25.0909	7.19936	.47368
Total	392	24.9898	6.77251	.34206

One way ANOVA was used to determine whether there were statistically significant differences in the test scores across the three categories of schools. The ANOVA results are shown in Table 21.

Table 21

ANOVA of Students' Career Awareness Scores by Category of School

Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	24.407	2	12.204	.265	.767
Within Groups	17909.552	389	46.040		
Total	17933.959	391			

The ANOVA test yielded $F_{2,389} = .265, p=.767$, thus the null hypothesis that there is no significant relationship between students career awareness and category of school, was accepted. Therefore, there were no statistically significant differences in the levels of career awareness across students in national schools, provincial schools, and district schools. Due to the Ministry's categorisation, there has been an expectation among Kenyans that students performed in accordance with their schools' category. As such, students in national schools were expected to outperform those from other schools, followed by students from provincial schools, and finally students from district schools. The findings of this study, however, revealed that such expectations did not hold in as far as levels of career awareness among students were concerned.

The results shown in Table 22 did not indicate significant differences in the mean scores across the three categories of schools.

Table 22

Means and Standard Deviation of Career Planning Scores by Category of School

Category	N	Mean	SD	Std. Error
National	33	28.8485	6.48614	1.12909
Provincial	128	28.7891	5.59338	.49439
District	231	28.0260	6.43896	.42365
Total	392	28.3444	6.17571	.31192

One way ANOVA was used to determine whether there were statistically significant differences in the test scores among the three groups of respondents. The ANOVA results are shown in Table 23.

Table 23

ANOVA of Students' Career Planning Scores by Category of School

Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	57.116	2	28.558	.748	.474
Within Groups	14855.391	389	38.189		
Total	14912.508	391			

The ANOVA test yielded $F_{2,389} = .748$, $p = .474$, thus the null hypothesis that there is no significant relationship between students career planning and category of school, was accepted. Therefore, there were no statistically significant differences in the levels of career planning across students in national schools, provincial schools, and district schools. As it has been demonstrated in the case of levels of career awareness; the similarity in the scores in the career planning test negated general expectations. Students in national schools were not necessarily superior to other students in their levels of career planning. Neither were students in provincial schools superior to students in district schools.

These findings indicated that, whereas students across categories of schools differed in their academic performance, these differences were not detected in their career development. Consequently, career guidance and counselling should be implemented uniformly in all secondary schools regardless of the category.

4.5.2 Relationship between Rural-Urban Setting and Students' Career Awareness and Career Planning

This study was carried out in schools which were in both rural and urban settings. In Kenya, most urban centres are developed with modern social amenities such as electricity, water, communication, and transport. Further, most urban residents are working class individuals who are generally more exposed. On the contrary, most rural areas in Kenya are underdeveloped, more often than not having no water, electricity, good roads or communication facilities. This meant that in general rural students were expected to have a narrower knowledge base than urban students. In view of this assumption, this study sought to establish whether or not there existed differences in the levels of students' career awareness and career planning with respect to the rural-urban dimension. Table 24 shows the means and standard deviations of the scores of students on the career awareness test. The results did not indicate significant differences in the means across rural and urban schools.

Table 24

Means and Standard Deviation of Career Awareness Scores by Rural-Urban Setting

Category	N	Mean	SD	Std. Error
Rural	250	25.1080	7.00662	.44314
Urban	142	24.7817	6.35824	.53357
Total	392	24.9898	6.77251	.34206

One way ANOVA was used to determine whether there were statistically significant differences in the test scores across the rural-urban setting. The ANOVA results are shown in Table 25.

Table 25

ANOVA of Students' Career Awareness Scores by Rural-Urban Setting

Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.643	1	9.643	.210	.647
Within Groups	17924.316	390	45.960		
Total	17933.959	391			

The ANOVA test yielded $F_{1,390} = .210, p = .647$, thus the null hypothesis that there is no significant relationship between students career awareness and rural-urban, was accepted. Therefore, there were no statistically significant differences in the levels of career awareness across students in rural schools as compared to students in urban schools. These findings also negated popular opinion that students from urban schools should perform better than those from rural schools in most aspects. The expected exposure to information did not seem to have assisted students from urban schools to have superior career awareness levels. This may have meant that the information that these students had was not relevant to their career development process.

Table 26 shows the means and standard deviations of the scores of students on the career planning test. The results did not indicate significant differences in the means across the three categories of schools.

Table 26

Means and Standard Deviation of Career Planning Scores by Rural-Urban Setting

Category	N	Mean	SD	Std. Error
National	250	28.1360	6.02784	.38123
Provincial	142	28.7113	6.43305	.53985
Total	392	28.3444	6.17571	.31192

One way ANOVA was used to determine whether there were statistically significant differences in the test scores across rural-urban settings. The ANOVA results are shown in Table 27.

Table 27

ANOVA of Students' Career Planning Scores by Rural-Urban Setting

Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	29.970	1	29.970	.785	.376
Within Groups	14882.538	390	38.160		
Total	14912.508	391			

The ANOVA test yielded $F_{1,390} = .785, p = .376$, thus the null hypothesis that there is no significant relationship between students career planning and rural-urban setting, was accepted. Therefore, there were no statistically significant differences in the levels of career planning across students in rural schools as compared to students in urban schools. These findings further contradicted generally held opinion that students from urban schools should perform better than those from rural schools in most aspects. The expected exposure to information did not seem to have assisted students from urban schools to have superior career planning levels. As mentioned earlier, the exposure especially to information did not seem to have advantaged students from urban schools over those from rural schools largely because this exposure was not relevant to the students' career development process.

4.5.3 Gender Differences in the Students' Career Awareness and Career Planning

Research globally has shown that there are no significant gender differences in the career awareness and career planning of students (Skorikov & Vondracek, 2007; Watkins *et al*, 2006). This study sought to verify whether or not this was true for public secondary school students in Kenya. Table 28 shows the means and standard deviations of the scores of students on the career awareness test. The results did not indicate significant differences in the means across gender dimensions.

Table 28

Means and Standard Deviation of Career Awareness Scores by Gender

Category	N	Mean	SD	Std. Error
Male	210	24.3952	6.38336	.44049
Female	182	25.6758	7.15182	.53013
Total	392	24.9898	6.77251	.34206

One way ANOVA was used to determine whether there were statistically significant gender differences in the test scores. The ANOVA results are shown in Table 29.

Table 29

ANOVA of Students' Career Awareness Scores by Gender

Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	159.890	1	159.890	3.508	.062
Within Groups	17774.069	390	45.575		
Total	17933.959	391			

The ANOVA yielded $F_{1,390} = 3.508$, $p = .062$, thus the null hypothesis that there is no significant relationship between students career awareness and gender, was accepted. Therefore, there were no gender differences in the levels of career awareness among students. These findings agreed with previous studies which have shown that there were no significant differences in the general career development of males and females (Chatard, *et al*, 2007; Watkins *et al*, 2006). However, the findings contradicted previous views on adolescents' career focus that, girls have superior career development than boys. Secondary school students in Kenya are adolescents, but girls did not have higher levels of career awareness than boys.

Table 30 shows the means and standard deviations of the scores of students on the career planning test. The results did not indicate significant gender differences in the levels of career planning among students.

Table 30

Means and Standard Deviation of Career Planning Scores by Gender

Category	N	Mean	SD	Std. Error
Male	210	28.9286	6.35622	.38123
Female	182	27.6703	5.90637	.53985
Total	392	28.3444	6.17571	.31192

One way ANOVA was used to determine whether there were statistically significant gender differences in the career planning scores. The ANOVA results are shown in Table 31.

Table 31

ANOVA of Students' Career Planning Scores by Gender

Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	154.359	1	154.359	4.079	.044
Within Groups	14758.148	390	37.841		
Total	14912.508	391			

The ANOVA yielded $F_{1,390} = 4.079$, $p = .044$, thus the null hypothesis that there is no significant relationship between students career planning and gender, was rejected. Specifically girls had slightly higher levels of career planning than boys. Therefore, there were statistically significant gender differences in the levels of career planning among students. These findings agreed with earlier studies such as that of Vecchio *et al*, (2007) who had found that adolescent girls were more controlled, and they had a higher sense of self-efficacy than boys. With these attributes girls would have been expected to have more superior career planning than boys.

4.6 Perceptions of Respondents about the Role of Career Guidance and Counselling in the Students' Career Awareness and Career Planning

Objective Five: To determine the perceptions of students, school counsellors, and class teachers, about the role of career guidance and counselling, in the students' career awareness and career planning.

The perceptions were measured using 10 items. The respondent was supposed to indicate the extent to which he/she agreed or disagreed with each of the statements presented. An agreement indicated that the respondent perceived the role of career guidance and counselling to be significant while disagreement indicated that he/she perceived the role to be insignificant in the students' career awareness and career planning. The perception test which had ten items was scored on a scale of 1-5 for each item, and then the scores were summed up to give a perception score. A score of 10-25 indicated a general agreement with the views presented, which indicated that the individual perceived career guidance and counselling to have a significant role in the students' career development. A score of 26-35 indicated that the individual was generally undecided on the role of career guidance and counselling. A score of 36-50 indicated a general disagreement with the

statements, which showed that the role of career guidance and counselling was perceived as unimportant or insignificant in the students' career development.

Table 32 shows that majority of students (67.6%), school counsellors (64.5%), and class teachers (71%), perceived career guidance and counselling to be very important to an individual when dealing with career issues. These statistics showed that most individuals in the school community knew the significant difference that could be made by career guidance and counselling services in an individual's decisions. Mutie & Ndambuki (1999) emphasised that through counselling, an individual is assisted to prepare for and enter a career. Generally, the three groups of respondents perceived that guidance and counselling had an important role in providing information to individuals. This perception by students, school counsellors, and class teachers had a positive impact on the students' career development process due to the support and cooperation among these three groups. The school community perceived that career guidance and counselling services were significant to a student who was making career choices, and raised concern over those who perceived career guidance and counselling on the contrary. The findings indicated that the majority of the respondents agreed or strongly agreed that speakers invited by the counselling departments were useful to students.

There was a general agreement among the students, school counsellors, and class teachers that assessment tools were useful in shaping the career development of students. However, results indicated that proper career assessment of students was absent in Kenya's secondary schools. Administration of various tools measuring personality attributes, interests, and aptitude are critical to counsellors as they help students to understand themselves deeper. This deficit denied students an opportunity to assess their personalities and exercise a proper match of these attributes to suitable careers (Gardner & Jewler, 2000).

Table 32

Responses of Students, School Counsellors, and Class Teachers on the Perception of The Role of Career Guidance and Counselling

Items	Students					School Counsellors					Class Teachers				
	SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD
Career guidance and counselling assists an individual in dealing with career issues.	67.6	24	6.1	0.8	1.5	64.5	33.9	1.6			71	27.4	1.6		
Career guidance and counselling assists students to access career information in order to make appropriate career choices	66.6	24	6.1	0.8	1.5	69.4	30.6				61.3	37.1		1.6	
Career guidance and counselling assists students on how to make subject choices basing on their career aspirations	61	29.8	6.4	0.5	2.3	67.7	30.6	1.6			53.2	38.7	4.8	1.6	11.6
Career guidance department invites useful speakers on various career issues	45.2	34.7	9.9	4.8	5.4	37.1	48.4	11.3	3.2		48.4	32.3	9.7	9.7	
Career tests and inventories are useful in understanding individual differences, personality, interests, values, abilities	44.4	37.5	13.3	1.8	3.1	40.3	38.7	19.4	1.6		37.1	35.5	24.2	3.2	
Career guidance and counselling assists in students' job placement	28.3	41.6	19.1	6.4	4.6	125.8	48.4	14.5	6.5	4.8	24.2	54.8	16.1	1.6	3.2
All people should consult counsellors when making career decisions	34.2	32.9	12.8	13.5	6.6	27.4	35.5	14.5	21.0	1.6	12.9	50	14.5	19.4	3.2
Career guidance and counselling makes a positive difference in an individual's career life	51	32.4	11.7	3.1	1.8	50	243.5	6.5			37.1	50	12.9		
Career guidance and counselling has assisted students to make educational plans	50.8	36.0	9.7	1.3	2.3	41.9	46.8	11.3			38.7	45.2	12.9	3.2	
I would advice all students with career issues to consult the school counsellor	54.6	28.3	8.9	3.8	4.3	56.5	30.6	3.2	9.7		54.8	23(37.1	1.6	6.5	

Hypothesis Five: There are no statistically significant differences in the perceptions of students, school counsellors and class teachers, about the role of career guidance and counselling in the students' career awareness and career planning.

Table 33 shows the means and standard deviations of the scores of students, school counsellors, and class teachers on the career planning test. The results did not indicate significant differences in the levels of career planning among students, school counsellors, and class teachers.

Table 33

Means and Standard Deviation of Perception Test Scores of Students, School Counsellors, and Class Teachers

Category	N	Mean	SD	Std. Error
Students	392	17.7347	6.32545	.31948
School Counsellors	62	17.0645	4.73865	.60181
Class Teachers	62	17.5000	5.02698	.63843
Total	516	17.6260	6.00660	.26443

One way ANOVA was used to determine whether there were statistically significant differences in the perception scores among students, school counsellors, and class teachers. The ANOVA results are shown in Table 34.

Table 34

ANOVA of Perception Test Scores of Students, School Counsellors, and Class Teachers

Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	25.162	2	12.581	.348	.706
Within Groups	18555.650	513	36.171		
Total	18580.812	515			

The ANOVA test yielded $F_{2,513} = .348$, $p = .706$, thus the null hypothesis that there are no statistically significant differences in the perceptions of students, school counsellors, and class teachers was accepted, and the conclusion was that the mean scores of students, school counsellors, and class teachers were not statistically different. In general, the three cadres of respondents perceived career guidance and counselling to be significant in the career awareness and career planning of students.

4.7 Relationship between Students' Perceptions and Levels of Career Awareness and Career Planning

Objective Six: To establish the relationship between students' perceptions and levels of career awareness and career planning.

This relationship was established by correlating the scores of the perception test with the scores of the career awareness and career planning tests. Pearson correlation coefficients were generated and used to make inferences on the hypothesis. Table 35 shows the relationship between students' perceptions and their levels of career awareness, as well as the Pearson's correlation coefficient for this relationship.

Table 35
Relationship between Perception and Career Awareness

		Perception	Career Awareness
Perception	Pearson Correlation	1	.268
	Sig. (2-tailed)	.	.000
	N	392	392
Career Awareness	Pearson Correlation	.268	1
	Sig. (2-tailed)	.000	.
	N	392	392

Hypothesis Six: There is no statistically significant relationship between students' perceptions and the level of career awareness and career planning

A Pearson Correlation computation yielded a coefficient $r = 0.268$, $p = 0.000$, thus there was a positive relationship. The null hypothesis that there is no statistically significant relationship between students' perceptions and the level of career awareness was rejected. The conclusion therefore was that the perceptions of students positively influenced their levels career awareness. The findings highlighted the fact that the career guidance and counselling programme should continue to address the issue of perception among students. The positive correlation meant that if students' perceptions were improved and enhanced, then ultimately this would lead to significantly higher levels of career awareness.

Table 36 shows the relationship between students' perceptions and their levels of career planning, as well as the Pearson's correlation coefficient for this relationship.

Table 36
Relationship between Perception and Career Planning

		Perception	Career Planning
Perception	Pearson Correlation	1	.355
	Sig. (2-tailed)	.	.000
	N	392	392
Career Planning	Pearson Correlation	.355	1
	Sig. (2-tailed)	.000	.
	N	392	392

A Pearson Correlation computation yielded a coefficient $r = 0.355$, $p = 0.000$, thus there was a positive linear relationship. The null hypothesis that there is no statistically significant relationship between students' perceptions and the level of career planning was rejected. The conclusion therefore was that the perceptions of students positively influenced their levels career planning. The findings highlighted the need for the career guidance and counselling programme to address the issue of perceptions among students. The positive correlation meant that if perceptions of students were enhanced, then this would lead to significantly higher levels of career planning. Students should be aided to have the right perception of the career guidance and counselling services in their schools, and eventually this would have a positive impact on their career planning.

4.8 Relationship between the Perceptions of Students, School Counsellors and Class Teachers, and selected Demographic Characteristics

Objective Seven: To establish the relationship between the students', school counsellors' and class teachers' perceptions on the role of career guidance and counselling and selected demographic characteristics.

This was done by running a series of ANOVA tests to establish differences in the means of the scores which were generated from the responses of the respondents on the perception test.

Hypothesis Seven: There is no statistically significant relationship between the students', school counsellors' and class teachers' perceptions and selected demographic characteristics.

4.8.1 Influence of Demographic Characteristics on Students' Perceptions on the role of career guidance and counselling

Table 37 shows the means and standard deviations of the scores of students on the perception test with respect to their gender. The results did not indicate significant differences in the perceptions between male and female students.

Table 37

Means and Standard Deviation of Perception Test Scores of Students with Respect to Gender

Category	N	Mean	SD	Std. Error
Male	210	17.6286	5.60461	.38675
Female	182	17.8571	7.08055	.52485
Total	392	17.7347	6.32545	.31948

One way ANOVA was used to determine whether there were statistically significant gender differences in the perception scores. The ANOVA results are shown in Table 38.

Table 38

ANOVA of Perception Test Scores of Male and Female Students

Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.094	1	5.094	.127	.722
Within Groups	15639.314	390	40.101		
Total	15644.408	391			

The ANOVA test yielded $F_{1,390} = .127, p = .722$, thus the null hypothesis that there is no statistically significant relationship between students' perceptions and gender was accepted. The conclusion was that there were no statistically significant gender differences in the perceptions of male students as compared to female students about the

role of career guidance and counselling in the students' career awareness and career planning.

Table 39 shows the means and standard deviations of the scores of students on the perception test with respect to the categories of their schools. The results did not indicate significant differences in the perceptions in national, provincial, and district schools.

Table 39

Means and Standard Deviation of Perception Test Scores of Students with Respect to Categories of Schools

Category	N	Mean	SD	Std. Error
National	33	17.5152	5.13031	.89307
Provincial	128	17.8438	5.51082	.48709
District	231	17.7056	6.89738	.45381
Total	392	17.7347	6.32545	.31948

One way ANOVA was used to determine whether there were statistically significant differences in the perception scores among students across the three categories of school. The ANOVA results are shown in Table 40.

Table 40

ANOVA of Perception Test Scores of Students in National, Provincial, and District Schools

Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.308	2	1.654	.041	.960
Within Groups	15641.100	389	40.208		
Total	15644.408	391			

The ANOVA test yielded $F_{2,389} = .041, p = .960$, which meant thus the null hypothesis that there is no statistically significant relationship between students' perceptions and category of school was accepted. There were no statistically significant differences in the perceptions of students about the role of career guidance and counselling in the students' career awareness and career planning across national, provincial, and district schools.

Table 41 shows the means and standard deviations of the scores of students on the perception test with respect to the rural-urban settings of their schools. The results did not indicate significant differences in the perceptions between students in rural schools and those in urban schools.

Table 41

Means and Standard Deviation of Perception Test Scores of Students with Respect to Rural Urban Setting of Schools

Category	N	Mean	SD	Std. Error
Rural	250	17.2640	5.58777	.35340
Urban	142	18.5634	7.39797	.62082
Total	392	17.7347	6.32545	.31948

One way ANOVA was used to determine whether there were statistically significant differences in the perception scores across the rural-urban setting. The ANOVA results are shown in Table 42.

Table 42

ANOVA of Perception Test Scores of Students in Rural and Urban Schools

Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	152.903	1	152.903	3.849	.050
Within Groups	15491.506	390	39.722		
Total	15644.408	391			

The ANOVA test yielded $F_{1,390} = 3.849$, $p = .050$, thus the null hypothesis that there is no statistically significant relationship between students' perceptions and rural-urban setting was accepted. The conclusion was that there were no statistically significant differences in the perceptions of students about the role of career guidance and counselling in the students' career awareness and career planning across rural and urban schools.

4.8.2 Influence of Demographic Characteristics on School Counsellors' Perceptions

Table 43 shows the means and standard deviations of the scores of school counsellors on the perception test with respect to the categories of their schools. The results did not indicate significant differences in the perceptions of school counsellors in national, provincial, and district schools.

Table 43

Means and Standard Deviation of Perception Test Scores of School Counsellors with Respect to Categories of Schools

Category	N	Mean	SD	Std. Error
National	8	16.5000	2.97610	1.05221
Provincial	16	15.8125	4.83348	1.20837
District	38	17.7105	4.96968	.80619
Total	62	17.0645	4.73865	.60181

One way ANOVA was used to determine if there were statistically significant differences in the perception scores of school counsellors in the three categories of schools. The ANOVA results are shown in Table 44.

Table 44

ANOVA of Perception Test Scores of School Counsellors in National, Provincial, and District Schools

Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	43.489	2	21.744	.967	.386
Within Groups	1326.253	59	22.479		
Total	1369.742	61			

The ANOVA test yielded $F_{2, 59} = .967, p = .386$, thus the null hypothesis that there is no statistically significant relationship between school counsellors' perceptions and category of school was accepted. The mean scores of school counsellors were similar in national, provincial, and district schools. There were no statistically significant differences in the perceptions of school counsellors about the role of career guidance and counselling in the students' career awareness and career planning across national,

provincial, and district schools. The perceptions of school counsellors were similar across categories of schools, probably because their training has inculcated similar views about the significance of career guidance and counselling.

Table 45 shows the means and standard deviations of the scores of school counsellors on the perception test with respect to the rural-urban settings of their schools. The results did not indicate significant differences in the perceptions between school counsellors from rural schools and those from urban schools.

Table 45

Means and Standard Deviation on Perception Test Scores of School Counsellors with Respect to Rural Urban Setting of Schools

Category	N	Mean	SD	Std. Error
Rural	38	17.6842	5.18368	.84090
Urban	24	16.0833	3.83255	.78232
Total	62	17.0645	4.73865	.60181

One way ANOVA was used to determine if there were statistically significant differences in the perception scores of school counsellors in rural and urban schools. The ANOVA results are shown in Table 46.

Table 46

ANOVA of Perception Test Scores of School Counsellors in Rural and Urban Schools

Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	37.698	1	37.698	1.698	.198
Within Groups	1332.044	60	22.201		
Total	1369.742	61			

The ANOVA test yielded $F_{1,60} = 1.698, p = .198$, thus the null hypothesis that that there is no statistically significant relationship between school counsellors' perceptions and rural-urban setting was accepted. The mean scores were similar between school counsellors from rural schools and school counsellors from urban schools. There were no statistically significant differences in the perceptions of school counsellors about the role of career

guidance and counselling in the students' career awareness and career planning across rural and urban schools. Similarly teachers may be working in different settings but their training is largely uniform. Differences in perceptions were not expected, and the test confirms that they do not exist.

4.8.3 Influence of Demographic Characteristics on Class Teachers' Perceptions

Table 47 shows the means and standard deviations of the scores of class teachers on the perception test with respect to the categories of their schools. The results did not indicate significant differences in the perceptions of class teachers in national, provincial, and district schools.

Table 47

Means and Standard Deviation of Perception Test Scores of Class Teachers with Respect to Categories of Schools

Category	N	Mean	SD	Std. Error
National	8	13.8750	5.81715	2.05667
Provincial	16	17.6250	5.04480	1.26120
District	38	18.2105	4.64501	.75352
Total	62	17.5000	5.02698	.63843

One way ANOVA was used to determine whether there were statistically significant differences in the class teachers' perception scores across the three categories of schools.. The ANOVA results are shown in Table 48.

The ANOVA test yielded $F_{2, 59} = 2.593, p = .083$, thus the null hypothesis that that there is no statistically significant relationship between class teachers perceptions and category of school was accepted. The conclusion was that there were no statistically significant differences in the perceptions of class teachers about the role of career guidance and counselling in the students' career awareness and career planning across national, provincial, and district schools. These findings are not unexpected, based on the fact that teachers are trained professionals who are expected to hold certain uniform professional views.

Table 48

ANOVA of Perception Test Scores of Class Teachers in National, Provincial, and District Schools

Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	124.559	2	62.280	2.593	.083
Within Groups	1416.941	59	24.016		
Total	1541.500	61			

Table 49 shows the means and standard deviations of the scores of class teachers on the perception test with respect to the rural-urban settings of their schools. The results did not indicate significant differences in the perceptions between class teachers in rural schools and those in urban schools.

Table 49

Means and Standard Deviation of Perception Test Scores of Class Teachers with Respect to Rural Urban Setting of Schools

Category	N	Mean	SD	Std. Error
Rural	38	18.0000	4.49023	.72841
Urban	24	16.7083	5.78964	1.18181
Total	62	17.5000	5.02698	.63843

One way ANOVA was used to determine whether there were statistically significant differences in the perception scores of class teachers across rural-urban setting. The ANOVA results are shown in Table 50.

Table 50

ANOVA of Perception Test Scores of Class Teachers in Rural and Urban Schools

Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	24.542	1	24.542	.971	.328
Within Groups	1516.958	60	25.283		
Total	1541.500	61			

The ANOVA test yielded $F_{1,60} = .971, p = .328$, thus the null hypothesis that there is no statistically significant relationship between class teachers' perceptions and rural-urban setting was accepted. The conclusion was that there were no statistically significant differences in the perceptions of class teachers about the role of career guidance and counselling in the students' career awareness and career planning across rural and urban schools. Class teachers were expected to have similar perceptions as has been confirmed by these findings.

4.9 Recommendations on the Improvement of Guidance and Counselling

A question was posed to the school counsellors and class teachers seeking their views on the gaps existing in the provision of guidance and counselling. Further, they were asked to recommend various ways in which they felt that these services would be improved in schools. The results are presented in Table 51.

Table 51
Recommendations by School Counsellors and Class Teachers

Recommendations	School Counsellors	Class Teachers
Adequate Training of School Counsellors	29 (46.8%)	30 (48.4%)
Provision of Adequate Career Information/Materials	12 (19.4%)	9 (14.5%)
Adequate Funding/Facilities for G&C Departments	3 (4.8%)	9 (14.5%)
Involvement of Parents in Career Selection	2 (3.2%)	3 (4.8%)
Invitation of Professionals to Speak to Students	6 (9.7%)	2 (3.2%)
Allocation of Enough Time & Reduction of Workload for Counselling	5 (8.1%)	3 (4.8%)
Integration of Career Education in the Syllabus	1 (1.6%)	1 (1.6%)

The most prominent recommendation made was that there should be adequate training of personnel who are charged with guidance and counselling. This was made by 46.8% of school counsellors and 48.4% of class teachers. This implied that there was a training gap among the personnel and this may have had adverse effects on the overall implementation of the guidance and counselling programme. In spite of high impact of Guidance and

Counselling services in secondary schools, there was need to enhance the capacities of service providers in order to improve service delivery. School counsellors and class teachers alike also recommended that more career information/materials should be provided to students, and more financial and physical resources allocated to the Guidance and Counselling departments in secondary schools. Involvement of parents in the career selection, invitation of professional speakers, and reduction of teaching load for school counsellors, were also recommended. It was remotely recommended that career education should be incorporated into the school syllabus. This may be an important consideration taking into account that the ultimate benefit of education is entry into a career.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the study, how it was conducted, the findings, and the objectives that were attained. It gives a brief of the findings of the study, the implications that the study is likely to have on the discipline counselling psychology, and the recommendations towards improvement of the guidance and counselling programme. Finally, the various gaps identified in the study that may require further investigation are indicated.

5.2 Summary

This study made an assessment of the role of career guidance and counselling in the levels of career awareness and career planning among public secondary school students in Kenya. The objectives of this study were: -

- i) To establish the status of career guidance and counselling programme in Kenya's secondary schools.
- ii) To determine the relationship between career awareness and career planning, among public secondary school students.
- iii) To determine the role of career guidance and counselling in the students' career awareness and career planning.
- iv) To establish the relationship between the students' career awareness and career planning and selected demographic characteristics.
- v) To determine the perceptions of students, school counsellors, and class teachers, about the role of career guidance and counselling, in the students' career awareness and career planning.
- vi) To establish the relationship between students' perceptions and levels of career awareness and career planning.
- vii) To establish the relationship between the students', school counsellors' and class teachers' perceptions and selected demographic characteristics.

This study was conducted in Nyeri District, Nakuru District, and Nairobi Province. Sampling was done by clustering and stratifying the population along the demographic characteristics; gender, category of school and rural-urban setting of school. To achieve

representativeness, allocation of the sample was based on proportions in the population; stratified random sampling was employed in selection of schools and students. Statistical analysis was employed to draw inferences according to stated hypotheses. Based on the analysis and subsequent interpretation of the results, as well as testing of hypotheses, the study came up with the following conclusions in relation to the stated objectives:-

- i) Career guidance and counselling programme had been well implemented in the majority of Kenya's public secondary schools.
- ii) There was a positive correlation between career awareness and career planning, among students in Kenya's public secondary schools.
- iii) Provision of career guidance and counselling significantly enhanced the levels of career awareness and career planning among students in Kenya's public secondary schools.
- iv) Students' levels of career awareness and career planning were not influenced by category of school, or rural-urban setting. However, gender influenced career planning but it did not influence career awareness.
- v) Most students, school counsellors, and class teachers, perceived that career guidance and counselling, played a significant role in the students' career awareness and career planning.
- vi) There was a positive correlation between students' perceptions and their levels of career awareness and career planning.
- vii) Perceptions of students, school counsellors, and class teachers, were not influenced by gender, category of school, or rural-urban setting.

5.3 Conclusions

The following conclusions were made on the basis of the findings:-

- i) The implementation of guidance and counselling programmes had been taken seriously across all categories of schools in the republic.
- ii) Career awareness among public secondary school students in Kenya led to career planning.
- iii) The career guidance and counselling services in secondary schools have a positive impact in creating career awareness among students; but the services should focus more on applying this awareness in enhancing more career planning.

- iv) Demographic characteristics of secondary school students do not influence their career awareness and planning except for gender.
- v) Students, school counsellors, and class teachers in Kenya's secondary schools perceive career guidance and counselling to be significant to students' career awareness and planning.
- vi) Students who perceive career guidance and counselling as significant to their career development had high levels of career awareness and career planning.

5.4 Recommendations

Based on the above conclusions, the researcher made the following recommendations:-

- i) Implementation of the guidance and counselling programme should be improved further to reach all students.
- ii) Career guidance and counselling should focus more on creating career awareness, and it should adopt a strategy to improve career planning among students.
- iii) Career guidance and counselling should be strengthened if students' career awareness and career planning are to improve.
- iv) School counsellors should not lay much emphasis on demographic characteristics of students in their service provision.
- v) The guidance and counselling programme should focus on building the right perceptions among students.
- vi) The building of right perceptions among students should be focused on improving students' career awareness and career planning.
- vii) School counsellors should not lay much emphasis on demographic characteristics of students in inculcating the right perceptions among students.
- viii) The Ministry of Education should give more training to school counsellors and provide adequate resources for their use in career guidance and counselling.

5.5 Suggestions for Further Research

Based on observations during the study, the researcher recommends further research in the following areas:-

- i) Attitude of students, school counsellors, and class teachers towards career guidance and counselling.

- ii) Perception and attitude of school administrators towards career guidance and counselling.
- iii) Impact of career guidance and counselling on subject choices by students in secondary schools.
- iv) Impact of career guidance and counselling on productivity in the field of work.

REFERENCES

- Aiken, L.R. (1994). Psychological Testing and Assessment. (8th ed.). Massachusetts: Allyn and Bacon Inc.
- Anastasi, A. (1988). Psychological Testing. (6th ed.). New York: Macmillan Publishing Company.
- Argyrous, G.(2000). Statistics for Social and Health Research. London: Sage Publications Ltd.
- Bills, D.B. (2004). The Sociology of Education and Work. Malden, USA: Blackwell Publishing.
- Chatard, A., Guimond, S. & Selimbegovic, L. (2007). "How Good are you in Math?" The Effect of Gender Stereotypes on Students' Recollection of their School Marks. Journal of Experimental Social Psychology 43 1017-1024.
- Cheremie, R.A., Sturman, M.C. & Walsh, K. (2007). Executive Career Management: Switching Organizations and the Boundaryless Career. Journal of Vocational Behavior, doi:10.1016/j.jvb.2007.09.002
- Cohen, L. (2006). Remembrance of Things Past: Cultural Process and Practice in the Analysis of Career Stories. Journal of Vocational Behavior, 69 189-201.
- Creed, P.A., Conlon, E.G. & Zimmer-Gembeck, M.J. (2007). Career Barriers and Reading Ability as Correlates of Career Aspirations and Expectations of Parents and their Children. Journal of Vocational Behavior 70 242-258.
- Creed, P.A., Patton, W. & Prideaux, L. (2007). Predicting Change over Time in Career Planning and Career Exploration for High School Students. Journal of Adolescence 30 377-392.
- Diemer, M.A. (2007). Parental and School Influences upon the Career Development of Poor Youth of Color. Journal of Vocational Behavior 70 502-524.
- Di Fabio, A. & Busoni, L. (2007). Fluid Intelligence, Personality Traits and Scholastic Success: Empirical Evidence in a Sample of Italian High School Students. Personality and Individual Differences 43 2095-2104.
- Duffy, R.D. & Sedlacek, W.E. (2007). The Presence of and Search for a Calling: Connections to Career Development. Journal of Vocational Behavior 70 590- 601.

- Earl, J.K. & Bright, J.E.H. (2007). The Relationship between Career Decision Status and Important Work Outcomes. Journal of Vocational Behavior 71 233-246
- Feldman, R.S. (2000). Power Learning: Strategies for Success in College. New York: McGraw-Hill.
- Ferreira, J.A., Santos, E.J.R., Fonseca, A.C. & Haase, R.F. (2007). Early Predictors of Career Development: A 10-year Follow-up Study. Journal of Vocational Behavior 70 61-77.
- Ferrett, S.K. (2000). Peak Performance: Success in College and Beyond (3rd ed.) New York: Glencoe/McGraw-Hill.
- Friedenberg, L. (1995). Psychological Testing: Design, Analysis, and Use. Massachusetts: Allyn and Bacon, Inc.
- Gardner, J.N. & Jewler, A.J. (2000). Your College Experience (4th ed.). Belmont, California: Wadsworth Publishing Company.
- Gazda, C.M. (1984). Group Counseling: A Developmental Approach. (3rd ed). Massachusetts: Allyn and Bacon, Inc.
- George, R.L. & Cristiani, T.S. (1990). Counseling Theory and Practice. (3rd ed.) New Jersey. Prentice Hall.
- Germeijs, V. & Verschueren, K. (2007). High School Students' Decision-making Process: Consequences for Choice Implementation an Higher Education. Journal of Vocational Behavior 70 223-241.
- Gibson, R.L. & Mitchell, M.H. (2003). Introduction to Counseling and Guidance. New Jersey. Pearson Education Inc.
- Government of Kenya (1999). Report of the Commission of Inquiry into the Education System of Kenya.
- Gutkin, J.B. & Reynolds, C.R. (1990). A Handbook of School Psychology. (2nd ed.). New York: John Wiley and Sons, Inc.
- Gysbers, N.C., Heppner, M.J., & Johnson, J.A (1998). Career Counseling: Process, Issues, and Techniques. U.S.A: Allyn and Bacon. Inc.

- Huang, Q. & Sverke, M. (2007). Women's Occupational Career Patterns over 27 Years: Relations to Family of Origin, Life Careers, and Wellness. Journal of Vocational Behavior 70 369-397.
- Hurn, C.J. (1985). The Limits and Possibilities of Schooling: An Introduction to the Sociology and Education. (2nd ed.). Massachusetts: Allyn and Bacon, Inc.
- International Foundation for Education with Production (1990). Education and Employment in Southern Africa: Defusing the Time-Bomb. Report on a Seminar on Education and Training for Employment Creation in the SADCC Countries in Zimbabwe Held between April 20-28, 1989. Gaborone, Botswana:
- Kathuri, N.J & Pals, D.A. (1993). Introduction to Educational Research. Njoro, Kenya: Egerton University Press.
- Kerlinger, F.N. (2000). Foundations of Behavioural Research (5th ed.). New Delhi: Holt, Rinehart, and Winston.
- Koul, L. (1984). Methodology of Educational Research. New Delhi: Vikas Publishing House Ltd.
- Luzzo, D.A., James, T., & Luna, M. (1996). Effects of Attributional Retraining on the Career Beliefs and Career Exploration Behavior of College Students. Journal of Counseling Psychology, 43(4), 415 – 422.
- Makinde, O. (1984). Fundamentals of Guidance and Counseling. London: Macmillan Education Limited.
- Mallet, P. & Vignoli, E. (2007). Intensity Seeking and Novelty Seeking: Their Relationship to Adolescent Risk Behavior and Occupational Interests. Personality and Individual Differences 43 2011-2021.
- Mbiti, J.S. (1969). African Religion and Philosophy. London: Morrison and Gibb Limited.
- McArdle, S., Waters, L., Briscoe, J.P. & Hall, D.T. (2007). Employability During Unemployment: Adaptability, Career Identity and Human Social Capital. Journal of Vocational Behavior 71 247-264
- Mugenda, O.M & Mugenda, A.B. (1999). Research Methods: Quantitative and Qualitative Approaches. Nairobi: Acts Press.

- Mulligan, J. (1998). The Personal Management Handbook: How to Make the Most of Your Potential. London: Warner Books.
- Mutie, E.K & Ndambuki, P. (1999). Guidance and Counseling for Schools and Colleges. Nairobi: Oxford University Press.
- Nassiuma, D.K. (2000). Survey Sampling Nairobi: University of Nairobi Press.
- Ndung'u, O.N. (2003). Assessment of the Level of Training and Resource Needs of Secondary School Guidance Counsellors in Nakuru Municipality, Kenya. Unpublished Masters Thesis, Egerton University, Kenya.
- Ngumi, O., Ngari, S.M. & Mumiukha, C. K. (2007). Challenges Facing Secondary Schools' Guidance Counsellor in Kenya. Journal of Education and Human Resources 4(1) 20-33
- Ng, T.W.H & Feldman, D.C. (2007). Organizational Embeddedness and Occupational Embeddedness across Career Stages. Journal of Vocational Behavior 70 336-351.
- O'Connell, M. & Sheikh, H. (2007). Growth in Career Earnings and the Role of Achievement-related Traits. Journal of Economic Psychology 28 590-605.
- Ogola, F.O. (2002). Fundamental Bases of Fallacies in Post Independent Kenya's Field of Education. Journal of Education and Human Resources, 2 (1). 9-24.
- Patton, W. & Creed, P.A. (2001). Developmental Issues in Career Maturity and Career Decision Status. The Career Development Quarterly, 49(4), 336 – 351.
- Patton, W. & McMahon, M. (1999). Career Development and Systems Theory: A New Relationship. California: Brooks/Cole Publishing Company.
- Pummell, B., Harwood, C. & Lavalley, D. (2007). Jumping to the Next Level: A Qualitative Examination of Within-career Transition in Adolescent Event Riders. Psychology of Sport and Exercise, doi: 10.1016/j.psychsport.2007.07.004
- Rinke, C.R. (2007). Understanding Teachers' Careers: Linking Professional Life to Professional Path. Educational Research Review, doi:10.1016/j.edurev.2007.10.001

- Robb, N., Dunkley, L., Boynton, P. & Greenhalgh, T. (2007). Looking for a Better Future: Identity Construction in Socio-economically Deprived 16-year Olds Considering a Career in Medicine. Social Science & Medicine 65 738-754.
- Rosenbloom, J.L., Ash, R.A., Dupont, B. & Coder, L. (2007). Why are there So Few Women in Information Technology? Assessing the Role of Personality in Career Choices. Journal of Economic Psychology, doi: 10.1016/j.joep.2007.09.005
- Sadker, M.P. & Sadker, D.M. (2000). Teachers, Schools, & Society (5th ed.) Boston: McGraw-Hill.
- Saka, N. & Gati, I. (2007). Emotional and Personality-related Aspects of Persistent Career Decision-making Difficulties. Journal of Vocational Behavior, doi: 10.1016/j.jvb.2007.08.003
- Salmela-Aro, K. & Nurmi, J. (2007). Self-esteem During University Studies Predicts Career Characteristics 10 Years Later. Journal of Vocational Behavior 70 463-477.
- Short, R.J. & Talley, R.C. (1997). Rethinking Psychology and the Schools: Implications of Recent National Policy. American Psychologist 52 (3). 234-240.
- Sifuna, D.N. (1990). Development of Education in Africa: The Kenyan Experience. Nairobi: Initiatives Publishers.
- Sindabi, A.M. (1992). An Analysis of the Guidance and Counseling Programme in Selected Kenyan Schools. Unpublished Doctoral Thesis, Virginia University, Virginia.
- Sindabi A.M. & Wanyama, W.W. (1996). A Guide to Career Survival Skills. Nakuru: Amu Press.
- Skorikov, V. (2007). Continuity in Adolescent Career Preparation and its Effects on Adjustment. Journal of Vocational Behavior 70 8-24.
- Skorikov, V. & Vondracek, F.W. (2007). Positive Career Orientation as an Inhibitor of Adolescent Problem Behaviour. Journal of Adolescence 30 131-146.
- Vecchio, G.M., Gerbino, M., Pastorelli, C., Bove, G.D. & Caprara, G.V. (2007). Multi-faceted Self-efficacy Beliefs as Predictors of Life Satisfaction in Late Adolescence. Personality and Individual Differences 43 1807-1818.

- Verbruggen, M., Sels, L. & Forrier, A. (2007). Unraveling the Relationship between Organizational Career Management and the need for External Career Counseling. Journal of Vocational Behavior 71 69-83.
- Wang, C., Lo, Y., Xu, Y., Wang, Y. & Porfeli, E. (2007). Constructing the Search for a Job in Academia from the Perspectives of Self-regulated Learning Strategies and Social Cognitive Career Theory. Journal of Vocational Behavior 70 574-589.
- Watkins, M.S., Kaplan, S., Brief, A.P., Shull, A., Dietz, J., Mansfield, M. & Cohen, R. (2006). Does it Pay to be a Sexist? The Relationship between Modern Sexism and Career Outcomes. Journal of Vocational Behavior, 69 524-537.
- Weis, S.E., Firker, A. & Hennig, J. (2007). Associations between the Second to Fourth Digit Ratio and Career Interests. Personality and Individual Differences 43 485-493.
- Whiston, S.C. (2000). Principles and Applications of Assessment in Counseling. California: Brooks/Cole Publishing Company.
- Zhang, L. (2007). From Career Personality Types to Preferences for Teachers' Teaching Styles: A New Perspective on Style Match. Personality and Individual Differences 43 1863-1874.
- Zhang, L. & Fan, W. (2007). Do Modes of Thinking Predict Career Interest Types among Chinese University Students? Thinking Skills and Creativity, doi:101016/j.tsc.2007.09.001

APPENDIX A: STUDENT QUESTIONNAIRE

Dear Respondent,

My name is Owen Ngumi and I am a Ph.D. student at Egerton University, currently undertaking a research on *Career Guidance and Counseling*. Due to your position as a form three student, I have chosen you to participate in this study. I assure you that the information you shall give will be treated confidentially, and it shall not be used for any other purpose other than the academic use for which it is intended. Please give honest information as required. Thank you very much for your co-operation.

Sincerely Yours

Owen Ngumi

Section One – Demographic Information

(Please tick where appropriate)

Serial	Item	Responses		
		Male	Female	
1.	What is your sex?			
2.	In what category is your school?	National	Provincial	District
3.	In which of the following areas does your school fall?	Nyeri	Nakuru	Nairobi
4.	Which of the following settings best describes the location of your school	Rural	Urban	

Section Two – Status and Role of Career Guidance and Counselling

(Please tick where appropriate)

Serial	Item	Yes	No
5.	Do you have guidance and counselling programme in your school?		
6.	Is career guidance and counselling offered in your school?		
7.	Do you have a counsellor in your school?		
8.	Do you find enough time for career guidance and counselling?		
9.	Have you consulted the school counsellor on career issues?		

10.	Do you attend group career guidance and counselling sessions?		
11.	Have you read literature containing career information?		
12.	Have you had speakers on career information?		
13.	Does the school counsellor work with parents in career issues?		
14.	Does the school counsellor work with teachers in career issues?		
15.	Does the school counsellor facilitate career group discussions?		
16.	Have you benefited from career guidance and counselling?		
17.	Has career guidance and counselling enabled you choose a career?		

18. Who is your most important consultant on career issues?					
School Counsellor	Teacher	Parents	Friends	Brother/ Sister	Religious Leader

Section Three – Career Awareness

(Please tick the answer that best describes your opinion or perception of the stated fact. The choices are as follows: - SA- strongly agree, A- agree, U- uncertain, D- disagree, SD-strongly disagree)

Serial	Item	SA	A	U	D	SD
19.	I understand what a career means.					
20.	I am aware of the various careers available in the country.					
21.	I know the training requirements for various careers.					
22.	I know the various working conditions for various careers.					
23.	I know how various jobs are related to each other.					
24.	I know my abilities in terms of career involvement.					
25.	I know my career interests.					
26.	I know the career that would give optimum satisfaction					
27.	I have some experience in my career of choice.					
28.	I know the career environment in which I can work best.					
29.	I know my career capabilities and limitations.					

Section Four- Career Planning

(Please tick the answer that best describes your opinion or perception of the stated fact. The choices are as follows: - SA- strongly agree, A- agree, U- uncertain, D- disagree, SD- strongly disagree)

Serial	Item	SA	A	U	D	SD
30.	I have made my career choice.					
31.	I have explored my career of interest.					
32.	I have read about my career of interest.					
33.	I chose my subjects based on my future career.					
34.	I aim at joining university after my secondary education.					
35.	I aim at joining college after secondary school education.					
36.	I aim at getting a job after my secondary school education.					
37.	I aim at working and studying part-time after school.					
38.	I have consulted professionals in my career of choice.					
39.	I have consulted a school counsellor on my career choice					
40.	I have obtained enough knowledge on my career choice					

Section Five- Perception of the Role of Career Guidance and Counselling

(Please tick the answer that best describes your opinion or perception of the stated fact. The choices are as follows: - SA- strongly agree, A- agree, U- uncertain, D- disagree, SD- strongly disagree)

Serial	Item	SA	A	U	D	SD
41.	Career guidance and counselling assists an individual in dealing with career issues.					
42.	Career guidance and counselling assists students to access career information in order to make appropriate career choices.					
43.	Career guidance and counselling assists students on how to make subject choices basing on their career aspirations.					
44.	Career guidance department invites useful speakers on various career issues.					

45.	Career tests and inventories are useful in understanding individual differences, personality, interests, values, and abilities.					
46.	Career guidance and counselling assists in students' job placement.					
47.	All people should consult counsellors when making career decisions.					
48.	Career guidance and counselling makes a positive difference in an individual's career life.					
49.	Career guidance and counselling has assisted students to make educational plans.					
50.	I would advice all students with carer issues to consult the school counsellor.					

APPENDIX B: SCHOOL COUNSELLOR QUESTIONNAIRE

Dear Respondent'

My name is Owen Ngumi and I am a Ph.D. student at Egerton University, currently undertaking a research on *Career Guidance and Counseling*. Due to your position and duty as a school counsellor, I have chosen you to participate in this study. I assure you that the information you shall give will be treated confidentially, and it shall not be used for any other purpose other than the academic use for which it is intended. Please give honest information as required. Thank you very much for your co-operation.

Sincerely Yours

Owen Ngumi

Section One – Demographic Information

(Please tick where appropriate)

Serial	Item	Responses		
1.	In which of the following areas does your school fall?	Nyeri	Nakuru	Nairobi
2.	In what category is your school?	National	Provincial	District
3.	Which of the following settings best describes the location of your school	Rural	Urban	

Section Two – Status of Guidance and Counselling

(Please tick where appropriate)

Serial	Item	Yes	No
4.	Do you have any training in guidance and counselling?		
5.	Are you sufficiently trained in guidance and counselling?		
6.	Is there a career guidance programme in your school?		
7.	Do you work with parents in students' career issues?		
8.	Do you work with teachers in students' career issues?		
9.	Do you facilitate students' career group discussions?		

10.	What is the frequency of students who consult you on career related issues?		
	Not frequent	Frequent	Very frequent

		Yes	No
11.	Do you have adequate career information for students who seek it?		
12.	Do students involve you in their subject choice process?		
13.	Does the school administration support the career guidance and counselling programme?		
14.	Do your fellow teachers support the career guidance and counselling programme?		
15.	Do parents support the career guidance and counselling programme?		
16.	Do students support the career guidance and counselling programme?		

Section Three – Perception of the Role of Career Guidance and Counselling

(Please tick the answer that best describes your opinion or perception of the stated fact. The choices are as follows: - SA- strongly agree, A- agree, U- uncertain, D- disagree, SD- strongly disagree)

Serial	Item	SA	A	U	D	SD
17.	Career guidance and counselling assists an individual in dealing with career issues.					
18.	Career guidance and counselling assists students to access career information in order to make appropriate career choices.					
19.	Career guidance and counselling assists students on how to make subject choices basing on their career aspirations.					
20.	Career guidance department invites useful speakers on various career issues.					
21.	Career tests and inventories are useful in understanding individual differences, personality, interests, values, and abilities.					

APPENDIX C: CLASS TEACHER QUESTIONNAIRE

Dear Respondent'

My name is Owen Ngumi and I am a Ph.D. student at Egerton University, currently undertaking a research on *Career Guidance and Counseling*. Due to your position and duty as a class teacher, I have chosen you to participate in this study. I assure you that the information you shall give will be treated confidentially, and it shall not be used for any other purpose other than the academic use for which it is intended. Please give honest information as required. Thank you very much for your co-operation.

Sincerely Yours

Owen Ngumi

Section One – Demographic Information

(Please tick where appropriate)

Serial	Item	Responses		
1.	In which of the following areas does your school fall?	Nyeri	Nakuru	Nairobi
2.	In what category is your school?	National	Provincial	District
3.	Which of the following settings best describes the location of your school	Rural	Urban	

Section Two – Role in the Students' Career Development Process

(Please tick where appropriate)

Serial	Item	Yes	No
4.	Do you have any training in guidance and counselling?		
5.	Is there a career guidance programme in your school?		
6.	Do students involve you in their subject choice process?		
7.	Do students consult you on career related issues?		
8.	Do you work with parents in students' career issues?		
9.	Do you work with teachers in students' career issues?		
10.	Do you facilitate students' career group discussions?		

11.	What is the frequency of students who consult you on career related issues?		
	Not frequent	Frequent	Very frequent


		Yes	No
12.	Do you have adequate career information for students who seek it?		
13.	Do you refer your students to the school counsellor on career issues?		

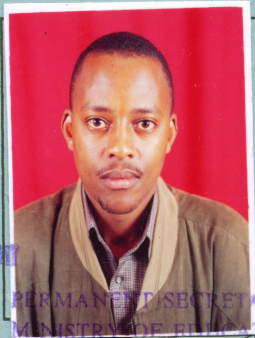

Section Three – Perception of the Role of Career Guidance and Counselling

(Please tick the answer that best describes your knowledge or perception of the stated fact. The choices are as follows: - SA- strongly agree, A- agree, U- uncertain, D- disagree, SD- strongly disagree)

Serial	Item	SA	A	U	D	SD
14.	Career guidance and counselling assists an individual in dealing with career issues.					
15.	Career guidance and counselling assists students to access information in order to make appropriate career choices.					
16.	Career guidance and counselling assists students on how to make subject choices basing on their career aspirations.					
17.	Career guidance department invites useful speakers on various career issues.					
18.	Career tests and are useful in understanding individual differences, personality, interests, values, and abilities.					
19.	Career guidance and counselling assists in students' job placement.					
20.	All people should consult counsellors when making career decisions.					
21.	Career guidance and counselling makes a positive difference in an individual's career life.					
22.	Career guidance and counselling has assisted students to make educational plans.					
23.	I would advice all students with carer issues to consult the school counsellor.					

RESEARCH PERMITS

<p style="text-align: center;">CONDITIONS</p> <ol style="list-style-type: none"> 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit. 2. Government Officers will not be interviewed without prior appointment. 3. No questionnaire will be used unless it has been approved. 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries. 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively. 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice 	 <p>REPUBLIC OF KENYA</p> <hr style="width: 20%; margin: auto;"/> <p>RESEARCH CLEARANCE PERMIT</p>
<p>GPK 6055—3m—10/2003</p>	<p>(CONDITIONS—see back page)</p>

<p>PAGE 2</p>	<p>PAGE 3</p>
<p>THIS IS TO CERTIFY THAT:</p> <p>Prof./Dr./Mr./Mrs./Miss <u>OWEN</u></p> <p><u>NGUMI NDUNGU</u></p> <p>of (Address) <u>EGERTON UNIVERSITY</u></p> <p><u>P.O. BOX 536 NJORO</u></p> <p>has been permitted to conduct research in.....</p> <p><u>NYERI, NAKURU</u>.....Location,</p> <p><u>AND NAIROBI</u>.....District,</p> <p><u>CENTRAL, RIFT VALLEY & NAIROBI</u>.....Province,</p> <p>on the topic <u>THE ROLE OF CAREER GUIDANCE</u></p> <p><u>AND COUSSELLING IN CAREER AWARENESS</u></p> <p><u>AND PLANNING AMONG SEC. SCHOOL</u></p> <p><u>STUDENTS:A COMPARATIVE STUDY OF</u></p> <p><u>SELECTED PROVINCES IN KENYA</u></p> <p>for a period ending <u>30TH APRIL</u>....., 20<u>08</u>..</p>	<p>Research Permit No. <u>MOST 13/001/37C 138</u></p> <p>Date of issue <u>20.3.2007</u></p> <p>Fee received <u>SHS.1000.00</u></p> <div style="text-align: center; margin-top: 20px;">  </div> <p style="text-align: center; margin-top: 10px;">  Applicant's Signature </p> <p style="text-align: center; margin-top: 10px;"> FOR Permanent Secretary Ministry of Science and Technology </p>

MINISTRY OF SCIENCE & TECHNOLOGY

Telegrams: SCIENCE TEC", Nairobi

Fax No.
Telephone: 318581
When replying please quote



JOGOO HOUSE
HARAMBEE AVENUE
P. O. Box 9583-00200
NAIROBI
KENYA

MOST 13/001/37C 138/2

21st March 2007

Owen Ngumi Ndung'u
Egerton University
P.O. Box 536
NJORO

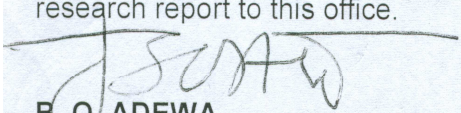
RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on, *'The Role of Career Guidance and Counseling in Career Awareness and Planning among Secondary School Students: A Comparative Study of Selected Provinces in Kenya'*

I am pleased to inform you that you have been authorized to carry out research in Nairobi, Nakuru and Nyeri District for a period ending 30th April 2008.

You are advised to report to the Provincial Commissioner, the Provincial Director of Education Nairobi, the District Commissioners, and the District Education Officers Nyeri and Nakuru District before embarking on your research project.

On completion of your research, you are expected to submit two copies of your research report to this office.


B. O. ADEWA
FOR: PERMANENT SECRETARY

Copy to:

Provincial Commissioner
Nairobi

The Provincial Director of Education
Nairobi

The District Commissioner
Nyeri District
Nakuru District

The District Education Officer
Nyeri District
Nakuru District

PROVINCIAL COMMISSIONER
NAIROBI AREA
P.O. Box 30124, NAIROBI

PROVINCIAL DIRECTOR OF EDUCATION - NAIROBI
MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY
P. O. Box 74629
NAIROBI

OFFICE OF THE PRESIDENT

Telegrams: "DISTRICTER", Nyeri
Telephone: 30661.
When replying please quote



District Commissioner
P O Box 32
NYERI NORTH

REF. PUB.9/6 VOL.I/2

Date: 13th June, 2007

OWEN NGUMI NDUNG'U
EGERTON UNIVERSITY
P.O. BOX 536
NJORO.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on, *"The Role of Career Guidance and Counseling in Career Awareness and Planning among Secondary School Students a Comparative Study of Selected Provinces in Kenya."*

I am pleased to inform you that you have been authorized to carry out research in Nyeri North District for a period ending 30th April 2008.

You are advised to report to the District Education Officer Nyeri North before embarking on your research project.

A handwritten signature in blue ink, appearing to read 'P.K. Dzombo'.

P.K. DZOMBO
FOR: DISTRICT COMMISSINER
NYERI NORTH DISTRICT.

OFFICE OF THE PRESIDENT

Telegrams: "DISTRICTER", Nyeri
Telephone: 30661.
When replying please quote



District Commissioner
P O Box 32
NYERI SOUTH

REF. PUB.9/6/VOL.1/3

Date: 13th June, 2007

OWEN NGUMI NDUNG'U
EGERTON UNIVERSITY
P.O. BOX 536
NJORO.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on, *"The Role of Career Guidance and Counseling in Career Awareness and Planning among Secondary School Students a Comparative Study of Selected Provinces in Kenya."*

I am pleased to inform you that you have been authorized to carry out research in Nyeri South District for a period ending 30th April 2008.

You are advised to report to the District Education Officer Nyeri South before embarking on your research project.

A handwritten signature in blue ink, appearing to read "H.M. Chege".

H.M. CHEGE
FOR: DISTRICT COMMISSINER
NYERI SOUTH DIDSTRIC.

MINISTRY OF EDUCATION

Telegrams: "Schooling", Nyeri
Telephone: Nyeri 061-2030540, 2030518
When replying please quote



District Education Office
P O Box 208
NYERI.

REF: GEN/RES/42/237

Date: 13th June, 2007


The Principals
NYERI SOUTH DISTRICT

RE: RESEARCH AUTHORIZATION ON GUIDANCE AND COUNSELLING
- MR. OWEN NGUMI NDUNG'U - EGERTON UNIVERSITY

P.S. Ministry of Education Ref. MOST 13/001/37C 138/2 dated 21st March, 2007 refers.

The above is authorized to collect data on the above. Please assist him.

DISTRICT EDUCATION OFFICER
NYERI


SHIUNDU S. N.
DISTRICT EDUCATION OFFICER
NYERI

Date.....

c.c.

The Permanent Secretary
Ministry of Education
P O Box 30040 (Att. B. O. ADEWA)
NAIROBI

PDE - CENTRAL

OFFICE OF THE PRESIDENT

PROVINCIAL ADMINISTRATION

Telegrams: DISTRICTER" Nakuru
Telephone: Nakuru 051-2212515
When replying please quote



THE DISTRICT COMMISSIONER
P.O. BOX 81
NAKURU

REF. No. ED.12/10VOLVI/69

Date 31st. May, 2007.....

**THE DISTRICT OFFICER
MUNICIPALITY DIVISION
NAKURU**

**THE DISTRICT OFFICER
RONGAI**

RE: RESEARCH AUTHORIZATION

MR. OMEN NGUMI NDUNG'U

The above named has been authorized to conduct research on
' The role of career guidance and counseling in career Awareness
and planning among secondary school students ' in Nakuru District
for a period ending 30th April, 2008.

Any assistance accorded to him will be highly appreciated.

A handwritten signature in dark ink, appearing to read 'M.O. Omon'.

**(M.O. OMON)
FOR DISTRICT COMMISSIONER
NAKURU**

MINISTRY OF EDUCATION

Telegrams: "LEARNING"
Telephone: 2216529/2216563
When replying please quote



DISTRICT EDUCATION OFFICE
NAKURU DISTRICT
P.O. BOX 1028
NAKURU

Ref. NKU/ED/156/188

31st May, 2007

All Principals
Nakuru Secondary Schools

RESEARCH AUTHORISATION **OWEN NGUMI NDUNGU – ID/NO.13541985**

The above named is a PHD student at Egerton University he has the Ministry's authority to conduct research on the topic "The role of career guidance and counseling in career awareness and planning among secondary school students". A comparative study of selected provinces in Kenya.

You are therefore, asked to cooperate with him and assist him realize this objective.

Thanks.

J. A. Adero

For: DISTRICT EDUCATION OFFICER
NAKURU DISTRICT.

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY

Telegrams: EDUCATION", Nairobi

Fax No.
Telephone: 318581
When replying please quote



JOGOO HOUSE
HARAMBEE AVENUE
P. O. Box 30040
NAIROBI
KENYA

MOEST 13/047 Vol II/II

12th July, 2005

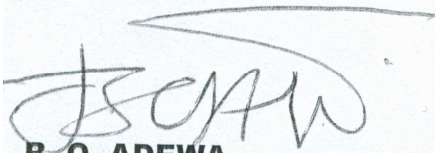
Owen Ngumi Ndung'u
Egerton University
P.O. BOX 536
NJORO

RE: RESEARCH AUTHORIZATION

Please refer to your letter on the above subject matter.
I am pleased to inform you that you have been authorized to collect data in the Provincial Director of Education Offices in Central, Nairobi and Rift Valley Provinces for a period ending 30th August, 2005.

It is noted that the data collected will enable you to write your Ph.D Research proposal. You are advised to report to the Provincial Director of Education of the respective Provinces you will visit before embarking on your data collection.

Yours faithfully



B. O. ADEWA

FOR: PERMANENT SECRETARY

CC
The Provincial Director of Education
Central Province
Nairobi Province
Eastern Province

DISTRIBUTION OF SCHOOLS AND STUDENTS POPULATION

NYERI DISTRICT			
Kieni East Division		Boys	Girls
1.	Endarasha (P)	170	-
2.	Gakawa	23	12
3.	Kamburaini	19	4
4.	Moi Equator	-	148
5.	Munyu	33	52
6.	Mwicuiri	17	22
7.	Naromoru Boys (P)	92	-
8.	Naromoru Girls (P)	-	83
9.	Naromoru Mixed	21	32
10.	Ndathi	50	32
11.	St. Monicah Munyaka	-	96
12.	Warazo Jet	19	26
Kieni West Division		Boys	Girls
13.	Amboni	16	19
14.	Charity	13	14
15.	Embaringo	34	33
16.	Gataragwa (P)	-	132
17.	Karemeno	24	18
18.	Mugunda	42	46
19.	Mweiga Harambee	29	40
20.	St. George	21	9
21.	Watuka	45	46
Mathira Division		Boys	Girls
22.	Bishop Gatimu Ngandu (P)	126	-
23.	Gakuyu	15	15
24.	Gatondo	19	45
25.	General China	14	9
26.	Giakaibii	43	27
27.	Gikumbo	18	31
28.	Hiriga	11	25
29.	Icuga	21	67
30.	Iruri	28	26
31.	Itundu	17	21
32.	Kabiruini	8	38
33.	Kangocho	19	22
34.	Kanjuri (P)	91	-
35.	Kanyama	33	48
36.	Kiamariga	45	29
37.	Kianjogu	18	17

38.	Kiarithaini	65	24
39.	Magutu	16	35
40.	Mathaithi		56
41.	Miiri	10	3
42.	Ngaini	31	11
43.	Ngorano	28	
44.	Ngunguru	59	34
45.	Ruthagati	80	-
46.	Tumutumu (P)	160	-
Mukurweini Division			
		Boys	Girls
47.	Giathugu	20	17
48.	Gikondi	36	34
49.	Kaharo	45	28
50.	Kaheti (P)	112	-
51.	Kiangoma (P)	80	-
52.	Kihuti	61	49
53.	Kimondo	9	23
54.	Mihuti	13	10
55.	Mweru	39	17
56.	Ndiaini	22	42
57.	Rutune	19	14
58.	South Tetu (P)	130	-
59.	Tambaya	48	27
60.	Wamutitu	33	35
Nyeri Municipality Division			
		Boys	Girls
61.	Gachika	24	28
62.	Giakanja (P)	127	-
63.	Ihwa	18	22
64.	Kagumo* (P)	180	-
65.	Kahiga	35	34
66.	Kihatha	17	22
67.	Moi Complex*	69	42
68.	Muthuaini	16	33
69.	Nyeri (P)	177	-
70.	Riamukurwe	32	29
Othaya Division			
		Boys	Girls
71.	Birithia*		96
72.	Chinga Boys (P)	194	-
73.	Chinga Girls (P)	180	-
74.	Gakuyu Mahiga*	28	18
75.	Gathera	54	25
76.	Gatugi	-	81
77.	Ihuririo	27	26
78.	Irindi	9	4

79.	Kagonye*	42	29
80.	Kairuthi	21	10
81.	Kariko	25	27
82.	Karima	138	-
83.	Karuthi	16	16
84.	Kenyatta*	77	-
85.	Kiaguthu	15	19
86.	Kiamuya	48	39
87.	Kihome	35	10
88.	Mahiga*	-	139
89.	Mucharage	19	27
90.	Munyange*	28	23
91.	Othaya Boys (P)	135	-
92.	Othaya Girls (P)	130	-
93.	Thunguri	14	25
94.	Witima	35	36
Tetu Division			
		Boys	Girls
95.	Aguthi	54	31
96.	Dr.Kamundia	92	-
97.	F.T. Nyammo	23	21
98.	Gachatha*	46	44
99.	Gaki	30	20
100.	Gathathiini	13	10
101.	Huhoini	5	23
102.	Ihithe	19	18
103.	Ithekahuno	16	15
104.	Kaigonde	15	38
105.	Kangubiri (P)	-	160
106.	Kiandu	65	56
107.	Kimathi	44	-
118.	Kiriti	90	67
109.	Mathakwaini*	31	23
110.	Ngooru	-	25
111.	Njoguini	24	23
112.	St. Paul's Githakwa	3	24
113.	Wamagana	66	-
114.	Wandumbi	10	36
	Total	4037	4121
NAKURU DISTRICT			
Bahati Division		Boys	Girls
1.	Bahati Girls*	86	-
2.	Bahati PCEA (P)	70	-
3.	Banita	14	15

4.	Bavuni	57	26
5.	Dundori	21	13
6.	Green Hills	16	13
7.	Hillcrest PTA	13	14
8.	Jomo Kenyatta (P)	147	92
9.	Kabazi	39	42
10.	Kiamaina*	37	38
11.	Kieni	67	48
12.	Magomano	24	11
13.	Moi Forces Academy (N)	173	-
14.	Moi Ndeffo	50	31
15.	Muhigia	7	2
16.	Nakuru Boy* (N)		
17.	Nakuru Girls* (N)		
18.	Patel Day	21	22
19.	Solai (P)	38	-
20.	St. Anthony Engashura	18	18
21.	St. John Bahati	27	38
22.	St. Joseph's Kirima	17	14
23.	Upper Hill	62	37
Gilgil Division			
		Boys	Girls
24.	Gilgil Day	43	30
25.	Eburru	2	2
26.	Elementaita Lake	9	6
27.	Kahuho	10	12
28.	Karunga	23	21
29.	Koelel (P)	139	-
30.	Lady Ann Delamere	10	15
31.	Miti Mingi	53	33
32.	Mugaa Harambee	9	8
33.	Mundanda	8	4
34.	Muririgua	9	6
35.	Utumishi Academy (N)	145	145
Kamara Division			
		Boys	Girls
36.	Kapsinendet	13	9
37.	Mau Summit	35	23
Keringet Division			
		Boys	Girls
38.	Kamwaura	6	5
39.	Kapsimbiwo	4	9
40.	Keringet	42	37
41.	Sitoito	53	25
Kuresoi Division			
		Boys	Girls
42.	ELCK Kongoi	69	50

43.	Kio	17	16
44.	Mkulima	11	13
45.	Murinduko	11	9
46.	Murinduko Baptist	10	8
Lare Division			
		Boys	Girls
47.	Bagaria	16	27
48.	Naishi	13	12
Mauche Division			
		Boys	Girls
49.	Taita Mauche	15	5
50.	Wendani	22	11
Mau Narok Division			
		Boys	Girls
51.	Awaat	1	6
52.	Kianjoya	20	22
53.	Mau Narok	21	16
Mbogoini Division			
		Boys	Girls
54.	Lake Solai	9	15
55.	Seet Kobor Baptist	25	15
56.	St.Michael Gatagati	6	10
57.	St.Olich Lama	12	7
58.	Subukia	30	26
59.	Umoja	12	24
60.	Wei	27	32
Molo Division			
		Boys	Girls
61.	Kambala	-	107
62.	Njenga Karume (P)	68	40
63.	Mary Mount (P)	-	80
64.	Molo Academy (P)	18	27
65.	Molo Secondary	153	65
66.	Mugumo	64	32
Naivasha Division			
		Boys	Girls
67.	Giture	8	9
68.	Karima	19	16
69.	Kiambogo	18	16
70.	Kinungi	12	12
71.	Longonot Township	8	6
72.	Mai Mahiu	29	20
73.	Maraigushu	14	24
74.	Mereroni	20	19
75.	Mirera	46	32
76.	Mununga	27	16
77.	Murungaru	2	7

78.	Mwiciringiri	42	47
79.	Naivasha Day	45	28
80.	Naivasha Girls (P)	-	103
81.	Naivasha Mixed	113	39
82.	Nyondia	13	20
83.	Nyonjoro	25	18
84.	St. Marks	16	12
Nakuru Municipality Division			
		Boys	Girls
85.	Afraha (P)	56	33
86.	Crater View	16	18
87.	Flamingo (P)	80	61
88.	Kenyatta	65	54
89.	Lanet	51	33
90.	Langalanga	60	67
91.	Menengai (P)	153	78
92.	Mogoon*	25	23
93.	Moi*	79	64
94.	Nakuru Central	18	18
95.	Nakuru Day	87	34
96.	Nakuru West	53	41
97.	Uhuru	23	14
Njoro Division			
		Boys	Girls
98.	Cheptoroi*	40	22
99.	Elburgon	39	43
100.	Gichobo*	14	8
101.	Kilimo*	52	40
102.	Kirobon (P)	48	39
103.	Larmudiac* (P)	64	37
104.	Mianzini	35	38
105.	Michinda (P)	88	95
106.	Njoro Day	49	41
107.	Njoro Boys* (P)	202	-
108.	Njoro Girls* (P)	-	137
109.	Olgilgei	9	8
110.	St. Martius	17	14
111.	Teret	6	9
112.	Tumaini	5	11
Olenguruone Division			
		Boys	Girls
113.	Ambusket	12	10
114.	Cheptoech	41	-
115.	Emitik	-	38
116.	Kiptagich	17	16
117.	Moi Amalo	54	46
118.	Olenguruone (P)	19	31

Rongai Division		Boys	Girls
119.	AIC Morop (P)	-	88
120.	Athinai	84	48
121.	Bomasan	18	21
122.	Kampi Ya Moto	17	24
123.	Mama Ngina Kenyatta	32	24
124.	Matuiku	3	2
125.	Mawe	11	15
126.	Mema	30	14
127.	Moi Kabarak (N)	159	81
128.	Ol-Rongai*	10	7
Total		2499	2636
NAIROBI PROVINCE			
Dagoretti Division		Boys	Girls
1.	Dagoretti (P)	196	-
2.	Lenana (N)	242	-
3.	Moi Girls (P)		217
4.	Mutuini	63	
5.	Nembu	-	73
6.	Precious Blood (P)	-	92
7.	Ruthimitu Girls	-	28
8.	Ruthimitu Secondary	42	19
9.	Upper Hill (P)	181	-
Embakasi Division		Boys	Girls
10.	Dandora	55	48
11.	Embakasi	-	26
12.	Muhuri Muchiri	86	-
13.	Kayole	71	30
Kamukunji Division		Boys	Girls
14.	Eastleigh	171	-
15.	Kamukunji*	53	14
16.	Maina Wanjigi	42	37
17.	Moi Forces Academy (N)	182	-
18.	St. Teresa	119	-
19.	Uhuru	105	-
Kasarani Division		Boys	Girls
20.	Kahawa Garrison	31	19
21.	Kamiti	85	34
22.	Our Lady of Fatima	119	77
23.	Ruaraka	50	33

24.	St. Teresa	-	100
Langata Division			
25.	Langata* (P)	96	53
Makadara Division			
26.	Aquinas (P)	180	-
27.	Buruburu (P)	-	128
28.	Highway* (P)	182	
29.	Huruma*	-	130
30.	Nile Road	-	53
31.	Ofafa Jericho (P)	125	-
32.	Our Lady of Mercy	119	77
Starehe Division			
33.	Jamhuri	230	-
34.	Muslim	-	63
35.	Ngara	-	187
36.	Pangani	-	301
37.	Parklands	115	-
38.	Pumwani	114	-
39.	Starehe Boys Centre	219	-
Westlands Division			
40.	Hospital Hill (P)	39	38
41.	Kabete Approved	8	-
42.	Kangemi	52	31
43.	Kenya* (N)	-	204
44.	Nairobi* (N)	293	-
45.	Nairobi Milimani*	59	-
46.	Parklands Arya (P)	-	92
47.	State House (P)	-	153
48.	St. George's* (P)	-	168
Total		3724	2525
GRAND TOTAL = 22746		12285	10461

ABOUT THE AUTHOR

Owen Ngumi was born on May 7, 1976 in Othaya Division, Nyeri District. He attended Gaturuturu Primary School between 1982 and 1989, when he sat for his KCPE. He joined Kagumo High School in Nyeri in 1990 and sat for his KCSE in 1993. He proceeded to Egerton University Njoro on July 10, 1995 and enrolled for undergraduate studies. On November 10, 2000, he graduated with a Bachelor of Education (Science) degree. After a year of working experience, he returned to Egerton University in September 2001 and enrolled for postgraduate studies. He completed his postgraduate studies in November 2003 and graduated with a Master of Education (Guidance and Counselling) degree on June 18, 2004. He commenced his doctoral studies in 2004 and successfully defended this Ph.D. Thesis on November 19, 2008.

A trained teacher and counsellor, he began his career in the year 2000, when he worked as a chemistry and mathematics teacher in Arutani Secondary School, Solai, Nakuru. He began working as a part-time lecturer at Egerton University in August 2003. Ngumi was employed as an Assistant Lecturer in the then Department of Educational Psychology and Counselling on May 3, 2004. In March 2008, he was promoted to the position of Lecturer in the Department of Psychology Counselling and Educational Foundations.

Ngumi has been working as a consultant counsellor and educationist with various organisations including the Kenya Red Cross, and he is an Associate Counsellor with Kenya Counselling Association. He has also conducted several researches and published several papers in refereed journals. His current research interests are in the area of educational and career counselling. He has held several responsibility positions in the Catholic Church, Egerton University and the community.

Ngumi is married to Salome Muthoni, and together they are blessed with two children; Innocent and Hope. I hope by reading this Doctoral Thesis, you emerge a more enriched and knowledgeable person.

GOD BLESS YOU