A STUDY OF FACTORS THAT HINDER THE EFFECTIVE IMPLEMENTATION OF CAREER GUIDANCE AND COUSELLING PROGRAMMES IN PUBLIC SECONDARY SCHOOLS IN VIHIGA DISTRICT

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DECLARATION

This Research Project is my original work and has not been presented for a degree in any other university.

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DEDICATION

I dedicate this project to my late father Mr. Elphas Okang'a Nyong'a and my mother Mrs Winnie Seka Nyong'a for her struggle to raise and educate me since my father passed away.

ABSTRACT

The research problem is that there is insufficient provision of career guidance services in secondary schools in Kenya. The purpose of the study has been to examine the factors that hinder the effective implementation of career guidance and counselling programmes in public secondary schools in Vihiga District. The target population was 5,200 form three students and 82 career teachers. The sample of the study was 357 respondents (336 students and 21 career teachers) Six research questions were formulated to guide the study. Research question one sought to assess the teachers' attitude towards implementing career guidance and counselling programmes in schools. Research question two sought to establish whether public secondary schools career teacher/teacher counsellors possessed the necessary training and skills. Research question three sought to determine whether there were enough resources availed in schools for providing career guidance and counselling to students. Research question four was aimed at establishing the time allocated for guidance and counselling programmes in schools to effectively implement career guidance and counselling. Research question five sought to establish what activities the teachers have developed in order to effectively provide career guidance and counselling services in Vihiga District and the last research question sought to identify factors that hinder effective implementation of career guidance and counselling in schools in Vihiga District.

The method used for the study was questionnaires. There were two sets of questionnaires designed for this study, one for the career teachers and the other for the students. Both questionnaires sought information on career teachers' and students' opinion on factors that affected effective implementation of career guidance and counseling services in schools. It also sought information on the areas teachers and students feel need to be improved on so as to enhance effective provision of career guidance in schools.

The following were the major findings of the study:

A significant number of teachers were unwilling towards being assigned responsibility of being career teacher counsellor could be a hindrance towards effective implementation of career guidance and counselling programmes in schools. Lack of training in career guidance and counselling was a hindrance to proper implementation of career guidance counselling programmie in schools. Lack of enough duration of training was a hindrance to proper implementation of career guidance and counselling in schools.

That most schools did not have special rooms for guidance and counselling which hindered proper implementation of career guidance and counselling in schools. Lack of occupational information to the students was a hindrance to proper implementation of career guidance and counselling in schools. Lack of adequate time, funds and resources were the major problems that hindered career guidance

and counselling services in schools. Lack of appraisal and follow-up programmes for students and school leavers respectively was a hindrance to proper implementation of career guidance and counselling to schools. That parents were involved to some extent in career guidance of the students where many were involved in being invited to give talks on career to students.

Based on the findings, it was concluded that there were various factors which hindered proper implementation of career guidance and counselling in schools. Therefore there is need for addressing those factors to ensure that career guidance and counselling was well implemented in schools.

In the light of the research findings the researcher made the following recommendations:

i. That all teachers charged with responsibility of career guidance and counselling should undergo training before they are assigned that duty.

ii. That career guidance and counselling should be given enough time in the schools time table.

iii. That the Ministry of Education should put mechanism in place to provide regular in service training in career guidance and counselling to school teachers.

iv.   That resources, time and funds should be allocated to schools to enhance proper implementation of career guidance and counselling programmes.

v.   That there should be appraisal of students while still in school and follow up programmes should be provided to school leavers.

vi.   That standardized tests should be made affordable and readily available to all schools by the government and its agencies for the purpose of appraising students potentialities.

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LIST OF ABBREVIATIONS

B.O.G.   -   Board of Governors

D.E.O.   -   District Education Office

H.O.D.   -   Heads of Department

J.A.B.   -   Joint Admissions Board

K.C.S.E.   -   Kenya Certificate of Secondary Education

K.C.T.   -   Kur Career Ventures

K.I.E.   -   Kenya Institute of Education

M.O.E.   -   Ministry of Education

MOEST   -   Ministray of Education Science and Technology

S.P.S.S   -   Statistical Package for Social Sciences

T.S.C.   -   Teachers Service Commission

U.N.E.S.C.O. -   United Nations Educational, Social and Cultural

                        Organisation

CHAPTER ONE

INTRODUCTION

Background to the Study

After completing secondary education, students often find themselves with inadequate information to prepare for careers. In many cases, neither parents nor guardians are also fully conversant with the opportunities available after completion of secondary education. Besides, one of the underlying causes of unemployment and the resultant deprivation and poverty in Kenya is principally poor training choices and inadequate preparation for self-employment. Therefore, the importance of career guidance and counselling in Kenyan secondary schools must be underscored.

Students need professional advice on the appropriate curriculum choice and course to match their career plans, education and future occupations (Hamblin, 1974). To receive such advice and guidance, students must be exposed to counselling services. As competition for jobs has become fierce, choice of subjects, courses, degree and career is also becoming the most important decision a student has to make in life.

The provision of career guidance and counselling in Kenyan secondary schools has become very crucial element in the life of Kenyan students in all levels of education,

right from primary school to university/college level. This need arises because of the ever increasing educational and vocational needs of the students, breakdown of traditional support systems and the great changes in the society and world at large. Hence, the world has become more complex than ever before; for example, automation and recession have forced people into early retirement and retrenchment, resulting in unemployment.

The rate of technological and economic changes and the isolation of young people from possibilities of employment have created problems in occupational choices (Achungo, 2004). Many students are neither able to obtain an informal exposure to a variety of occupations, nor can they easily obtain relevant data about them. Students have a limited knowledge of occupations and of the narrow range of alternatives available for them. This ignorance leads to unrealistic career aspirations. There is, therefore, a need to assist students to have more realistic career expectations, (Module I, Guidance UNESCO, February 2000; Mutie and Ndambuki, 1999).

Despite this need, the state of guidance and counselling in our Kenyan education system in recent time has been such that it does not cater for all the human facets, which would have the consumer (students) wholly taken care of. Due to discipline problems that had proliferated our schools throughout the country, a lot of

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concentration has been on psychological counselling and very little on career guidance and counselling. Psychological counselling has therefore received attention second to none. This current situation is actually the opposite of the way things used to be sometimes back when a lot of emphasis was on vocational guidance.

Consequently, not all students' experience career guidance and counselling in our secondary schools today. Professor Chacha concurs with this fact when he was quoted saying: "Although career guidance and counselling is recognised as an integral element in the social and intellectual growth of learners, it is given lip service in schools and colleges. Rarely do career guidance teachers go out of their way to diagnose the problems affecting learners." (Daily Nation May 31st 2000: 5). This lack of access to career guidance and counselling in our schools is due to the ineffectiveness of the school guidance and counselling department services of the Ministry of Education. For example, the Gachathi Report (Republic of Kenya, 1976), observed that the guidance and counselling services of the Ministry of Education were not being carried out effectively.

According to the report, the guidance and counselling services has been left to teachers who have other heavy teaching duties and often lacked the necessary skills. The report therefore, recommended that all teachers be trained in guidance and

counselling and be made to do it as one of their normal duties. The report also stressed the need for each school to build up and use cumulative records of students' academic performance, home background, aptitudes, interests and special problems to enhance proper guidance and counselling.

Moreover, career guidance and counselling in Kenya secondary schools is limited mainly to form fours and especially in third term. This fact is clearly expressed in the handbook for schools' guidance and counsellors (Republic of Kenya, 1977), where it was noted that most career teachers/counsellors' duties were limited to helping students, especially school leavers, fill university application forms. These therefore, suggest that there is actually no effective career counselling in secondary schools. This tendency of providing career guidance to students only when they reach form four is a disservice to them and it has to stop. In order for career guidance and counselling services to develop students in all ways, it should start as early as possible in their school lives and it should provide for all students (Shertzer and Stone 1966: Hamblin, 1974).

The question of effective provision of career guidance in schools has continued to attract the attention of many educational stakeholders. Many arguments have been expressed by policymakers, sponsors, parents, teachers, scholars and researchers about how to improve this vital component of guidance and counselling in Kenyan

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schools. For example, the then Vice Chancellor, University of Nairobi, Prof. Gichaga attributes the problem of large numbers of K.C.S.E. graduates failing to get placement to public universities and in quality degree courses to inadequate provision of career guidance in secondary schools. He says: "Lack of proper career guidance in schools is taking its toll on university admissions... about one third of students applying for university admission annually fail to get placement because of unsuitable subject combination and poor career choice" (Daily Nation, September, 22, 1995: 15). This problem therefore means that career teachers are not well informed on careers available, career requirements and educational opportunities.

Kilonzo (1980), Amukoa (1984) and Khaemba (1986) argue that there is little progress in guidance and counselling in Kenyan Secondary Schools especially as far as career guidance is concerned. This is attributed to the fact that there are few secondary schools in which form four leavers are helped to fill in career information while other levels of education are ignored. The same applied to educational guidance. On the same issue, Osumba (1998) observed that secondary school students joined institutions of higher learning without proper course choices, leading to poor performance and constant career changes in university and working life. This is due to lack of guidance and counselling programmes in secondary schools, which has hampered professional development of many students.

Madeleine Dunford who is the Managing Director of Career Connections, a headhunting and psychometric testing firm based in Nairobi emphasised the importance of career guidance to those who want to go for training by saying: "Unfortunately, learning takes time and money, so guidance before hand can help you pinpoint training needs and direction learning also requires financial commitment, with some international programmes costing as many businesses total start-up capital" (Saturday Nation, October, 23, 2003: 4).

Despite this inadequate provision of career guidance and counselling in schools in Kenya, the Ministry of Education had foreseen the importance of career guidance long time ago and as a result came up with a Handbook for Career Counsellors, (Republic of Kenya, 1973), which was revised in 1977. The handbook is intended to provide information to school career teachers/counsellors to enable them understand each school child as an individual in order to guide them in educational and vocational matters and choices.

However, inspite of such efforts from the Ministry of Education, career guidance services in secondary schools have continued to be ineffective. This is due to the multitude of problems that has compounded the guidance and counselling services, lack of training for counselling personnel, lack of training and facilities, lack of

adequate occupational materials, lack of students' appraisal and records and lack of parental involvement and support.

All these factors combined with the fact that schools have concentrated more on psychological counselling thus neglecting the important part of career guidance, have resulted into inadequate provision of career guidance and counselling services in secondary schools. It appears then that school have to put measures in place to strengthen career guidance and counselling services so that all educational/vocational problems or needs of learners are addressed. It is against this background that this study will examine the factors that hinder the effective implementation of career guidance and counselling services in secondary schools in Vihiga District, Western Province of Kenya.

Statement of the Problem

Most students at the secondary school level are at their adolescent stages. At this stage, they have difficulties in making critical decisions on issues that affect them. It is at this stage that they also demand to be left alone to exercise their freedom to make their own independent decisions and choices no matter the outcome. Yet it is true that toward the end of his/her compulsory schooling, an adolescent student is on the verge of making momentous, perhaps irrevocable decisions about the way in which he will occupy much of his/her future life and also about his further

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education. This decision, which the student is about to take, will help to determine the quality of his cultural as well as economic status (Enthwistle, 1970: 81).

Consequently, youths at the adolescence stage therefore need to be guided in decision making otherwise, they make decisions that are unacceptable and as a result develop unacceptable behaviour patterns. It is vital that these students in secondary schools are not left alone but should be given professional assistance to guide them make sound decisions as far as their future careers are concerned.

However, that is not the case at all, right from the family environment to school environment. These children lack proper career guidance in this critical time of their lives. Evidently, there has been little noticeable change with regard to career counselling services in Kenya. It is still common practice for the "designated" career teachers/counsellors to perform the duties of a regular teacher in addition to teaching and therefore slighting the functions of counsellors (Wotuku, 2002).

The career guidance services offered to students is insufficient due to the fact that many schools in Kenya lack effective career guidance programmes hence, students have little or no access to career guidance and counselling services. This is shown by the fact that many youths by the time they complete their 'O' level education, still have no idea what career they want to go into. The result is that they end up

wasting time idling at home while in dilemma thinking over about what courses to enrol in. This shows that youths in our schools have lacked proper career guidance and counselling hence they are in a state of confusion as to which career to go into when they are about to finish high school. Therefore, the importance of career guidance services in secondary schools cannot be over-emphasised here.

It is important to note that if young people are to choose jobs for which they are suited and to settle successfully in employment, they need to be given adequate information and guidance about the possibilities open to them and to have acquired some understanding of what life at work will be like. Some schools already do great deal to help pupils in both ways, but in many other schools throughout Kenya, less has been attempted and achieved making career guidance in those schools ineffective.

Career guidance and counselling in Kenyan schools do not start early enough since it is limited mainly to form four students especially in third term, (Republic of Kenya, 1977). The result is that most secondary schools students complete high school with no basic idea of which career they would like to enter.

This fact is also supported by Kashangaki; a career advisor, when she was quoted in the East African Standard of May 27th, 2004: 10 saying: "Ideally, secondary

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school students should have a rough idea of their academic inclinations before the final year. But as many parents and students would concede, this critical decision is not made by the time the final examinations are done." On the same issue, Avent, (1975) stressed that every young person leaving school, should not only have made a reasonable choice of the next step in his/her life, but should have alternatives.

Most students in schools in Vihiga District come within the locality, where teachers' morale is low. This low morale has led to low grades in the district as shown by the K.C.S.E. results obtained from office of the D.E.O. Table 1 indicates that in the years 2001, 2002 and 2003, the K.C.S.E. mean score was 5.16, 4.942 and 4.623 respectively indicating that the performances of the district has been deteriorating.

Table 1: Vihiga District K.C.S.E Analysis (Year 2001, 2002 and 2003)

Year	Mean Score	Entry	A	A-	B+	B	B-	C+	C	C-	D+/	D	D-	E	X	Y
2003	4.623	5128	2	45	122	204	347	518	731	959	1113	778	270	8	24	27
2002	4.942	5082	1	26	101	176	271	465	716	904	1075	949	376	6	16	0
2001	5.16	5237	2	23	89	208	324	587	829	1043	1037	784	293	8	9	1

Table 2: Possible University Intake

Year	A	A-	B+	B	B-	Total	Entry	Percentage
2003	2	45	122			169	5128	3.3%
2002	1	26	101	176		304	5082	5.2%
2001	2	23	89	208		322	5237	6.2%

Source: Statistics Section, D E.O 's Office, Vihiga

There are a number of schools with good mean grades but they send no students to public universities. In the same years of 2001, 2002 and 2003 as shown in Table 2, the district sent to university 322, 304 and 169 K.C.S.E. candidates respectively. This is 6.2%, 5.2% and 3.3% of its total candidature of 5237, 5082 and 5128 students respectively. This data show that the number of students sent to universities by the district decreased every year. Moreover, as indicated in Table 2, only 25, 27 and 47 candidates respectively got grade A- and above in the same years of 2001, 2002 and 2003 respectively. All these data and facts about Vihiga District K.C.S.E. performance indicate that majority of the students only join middle level colleges and professional courses like medicine, engineering, law, pharmacy and accountancy, denying them the opportunity to compete well in the job market.

Lack of educational guidance has been reported as one of the reasons for the poor grades. Though guidance and counselling programmes exist in these schools, careers guidance is not taken seriously since the emphasis is more on psychological counselling due to the high rate of discipline problems experienced in the district. This therefore calls for provision of effective career guidance and counselling services in schools in Vihiga District, to help individuals to make sound career choices and decisions hence to be more useful to themselves and the society.

In the background information, it was noted that the career guidance given to students is insufficient due to various factors which are found within the school and outside the school. These factors greatly affect career guidance and counselling services in schools and their effects are being felt in form of poor grades in K.C.S.E, larger numbers of students failing to get placement in public universities, very few are placed in quality professional courses and many candidates are forced to revise their degree choices, year in, year out. This study therefore intends to investigate the factors that hinder effective implementation of career guidance and counselling programmes in public secondary schools in Vihiga District.

Purpose of the Study

The purpose of this study was to investigate factors hindering implementation of career guidance and counselling in public secondary schools in Vihiga District, Western Province. Specifically, the study assessed whether teachers in secondary

schools had the necessary training and skills, resources, time, their attitude towards career guidance and counselling and the various activities in place in schools for providing career guidance and counselling services and if these factors hinder the effective implementation of the programme.

Objectives of the Study

The study attempted to achieve the following objectives:

1. To assess teachers' attitude towards implementing career guidance and counselling programmes in schools.

2. To establish the necessary training and skills of career teacher-counsellors and its effects on implementation of career guidance and counselling in schools.

3. To establish whether schools have enough resources for career guidance and counselling.

4. To establish the time allocated for guidance and counselling programmes especially career services in schools.

5. To establish the activities the teachers have put in place to effectively implement career guidance and counselling programmes.

6. To establish factors that hinder effective implementation of career guidance and counselling in schools.

Research Questions

The research questions that guided the study are:

1. What are the teachers' attitude towards implementing career guidance and counselling programmes in schools?

2. Do the public secondary schools career teacher / teacher counsellors possess the necessary training and skills of career teacher-counsellors and its effects on implementation of career guidance and counselling in schools?

3. Are there enough resources availed in schools for providing career guidance and counselling to students?

4. What time is allocated for guidance and counselling programmes in schools to effectively implement it?

5. What activities have the teachers developed in order to effectively provide career guidance and counselling services in Vihiga District?

6. What are the factors that hinder effective implementation of career guidance and counselling in schools?

Significance of the Study

The need for effective, relevant and up to date career guidance and counselling services to the students cannot be over emphasised. With the mass population of K.C.S.E. graduates failing to secure placement in universities every year and the high rate of unemployment in the country, academic and vocational issues will

weigh even more heavily on our students. Policymakers, administrators, teachers and counsellors will have to prepare to meet these needs.

It is hoped that this study of factors hindering effective implementation of career guidance and counselling programmes in Vihiga District may provide useful information to various institutions and personnel involved in decision-making, formulating policies and implementing career guidance and counselling in schools.

The findings may particularly benefit the guidance and counselling unit in the Ministry of Education, Science and Technology in understanding the factors that affect effective provision of career guidance and counselling services and suggestions of measures to be taken at all levels in school to streamline the programme in order to ensure effective provision of career guidance to students.

The study might also be useful to secondary school headteachers and teachers in understanding the need to recognise, initiate and support the programme for it to succeed and flourish. moreover, the result of the study may further assist other stakeholders involved in the education process to know and appreciate the importance of career guidance and counselling services and give it necessary support. It may also help the student to know the importance of career guidance services offered in their schools and be encouraged to reach out for them.

The findings of this study are also hoped may guide curriculum developers at KIE. to develop and include career guidance programmes to be taught in all schools in Kenya. Lastly, the findings may also be an eye opener to TTCs and universities to include a unit in carer guidance in their curriculum.

Limitations of the Study

Limitations are the anticipated difficulties in the research that are beyond the control of the researcher and which may hinder the active carrying out of investigation and may reduce the scope, the sample and the extent of the replication of the findings. There are two limitations that were encountered in this study. These are:

1. Although career guidance and counselling has been identified as an important component of students' education; which should be provided by skilled teachers at all levels of education, most teachers-counsellors/career teachers offering career guidance and counselling are not skilled and therefore may not be able to offer efficient services. As a result most schools did not have data records, or where such records exist, recent data were not be available. In this case, therefore, records on career guidance and counselling of students may not be readily available in schools.

2. The research was conducted in one administrative district of Kenya namely: Vihiga District, which is rural in setting. The rural setting was not likely to reflect the social class structure of the entire country. Since most of the schools

in Vihiga District are in the rural areas, the findings of the study may not be relevant to urban experience. This is because factors influencing student behaviour and decision-making such as television, videos, internet services, print media are found most easily in urban centres than in rural centres. Hence the rural students may not be well informed compared with the urban students. The findings of the study will therefore need to be applied to students in other places with some caution.

Delimitations of the Study

Delimitations are the processes of reducing the study population and area to be surveyed to manageable size. This study was conducted in only public secondary schools of Vihiga District. Though primary schools and private secondary schools too have guidance and counselling programmes, they were not included in the study because they are considered to have different factors that influence their administration.

Basic Assumptions of the Study

There were six basic assumptions made in this study. These were:

1. All secondary school students are adolescents faced by educational/vocational problems.
2. That the respondents were to give honest and accurate responses to the questionnaire items.
3. That students did not influence each other in answering the questionnaire items.

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4. That all public secondary schools had trained teachers assigned for career guidance and counselling.

5. All schools had records concerning career-counselling activities, which were to be available and reliable.

6. That there were adequate resources and facilities for implementing career guidance and counselling programmes in public secondary schools in Vihiga District.

Definition of Terms

This section defines various terminologies used in the study:

Adolescence: Refers to transitional period following the advent of puberty that marks the change from childhood to adulthood; a period of learners between the ages 10 and 20 years.

Attitude: Refers to positive or negative predisposition to think, feel, perceive and behave in certain way towards a given situation.

Career: Refers to a sequence of positions, jobs or occupations that one person engages in during his or her working life.

Career Aspirations: Refers to preference for a particular job or occupation such as salaried employment, self-employment, unskilled job, semi-skilled, artisan, clerical job, administrative and professional occupations.

Career Expectations: Refers to realities in terms of the available educational and occupational opportunities.

Career Guidance and Counselling: Refers to the professional advice to students in the most appropriate subject choices to match career plans. It is the process of assisting a student who posses certain assets, abilities and possibilities, to select from many occupations, one that is suited to himself and then to aid him prepare for it, enter upon and progress in it. However, the individual is left to make his decisions about what occupations to take.

Career Teacher: Refers to the teacher who is given responsibility or is in charge of the career guidance and counselling of students in a school.

Client: Refers to a student who seeks career guidance and counselling services.

Counselling: Refers to discussing a person's problem with a view of assisting the person to make informed decisions.

Educational Guidance: Refers to the process of helping a student to plan for a suitable educational programme and make progress in it. The student may be assisted, for example, in choosing subjects, courses, schools, colleges and school adjustment. The student has to be helped to know his/her current position in the education system and to see what lies ahead.

Educational-Vocational Problems: Refers to difficulties encountered by students on grade improvement, study habits, curriculum choices and future career plans.

Effective Implementation: Refers to putting in place programmes and strategies to ensure positive reception to career guidance and counselling.

Guidance: Refers to help, advice and information given to students to enable them to make their decisions on educational and vocational matters. It is therefore assistance given to a pupil with a view of making him or her decide on the direction to take.

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

Placement: Refers to the counsellor's role in providing placement service for individual students. It involves assisting them make appropriate choices of school subjects and courses of study and in making transitions from one school to another and from school to employment.

Public Secondary Schools: Refers to government maintained or assisted secondary schools.

Organisation of the Study

The study was organised in five chapters. The first chapter is the introduction which contains information on the background of the study, the statement of the problem, the purpose of the study, the objectives of the study, the research questions, the significance of the study, limitation of the study, delimitations of the study, the basic assumptions of the study and definitions of terms as used in the study.

The second chapter entails literature review related to the study, which was organised thematically. The main themes in the chapter were: The historical development of guidance and counselling, the concept of guidance and counselling, the scope of career guidance services in Kenyan secondary schools, theories of career development and their implications to career guidance in schools and occupational information in career guidance. Other themes included placement services in career guidance, the functions of career and education in schools, the role of parental and community involvement in career guidance in schools. A conceptual framework of career guidance and counselling in schools is provided after the review of literature.

The third chapter describes the research methodology that were to be used in the study. It comprises of the research design, target population, sample and sampling procedures, research instrument, instrument validity and reliability, piloting of the research instruments, data collection procedure and data analysis techniques.

The fourth chapter brings out the analysis of the research findings and the discussion of the findings and the fifth chapter contains the summary of the findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In this chapter, the focus is on a review of the literature related to the study which looks at the historical development of guidance and counselling, the concept of guidance and counselling, the scope of career guidance services in Kenyan secondary, theories of career development and their implications to career guidance in schools and occupational information in career guidance. Also looked at are placement services in career guidance, the functions of career guidance in schools, the role of parental and community involvement in career guidance in schools.

Historical Development of Guidance and Counselling in Kenya

Guidance and counselling in Kenya can be traced back to the early 1960's. In 1962, Ministry of Labour in conjunction with the Ministry of Education decided on some ways of giving vocational guidance and counselling in schools. They therefore prepared some career guidance materials for use in secondary schools by career masters charged with vocational guidance of students.

In 1964, the Employment Service Department of the Ministry of Labour was strengthened in order to equip the service to implement the policy for progressive introduction of vocational guidance and counselling. By 1965, the Employment Service Department launched a career advice programme aimed at helping

secondary school pupils in the choice of their careers. The employment service produced a careers information booklet for career masters and it ensured that this careers information reached the pupils.

Formal guidance and counselling was initiated in Kenya education system with the establishment of a Guidance and Counselling Unit within the Ministry of Education in July, 1971 as a result of the 1967 and 1968 Career Conference Reports (Gitonga, 1999). The unit was charged with the following responsibilities:

(a) Introducing guidance programmes in secondary schools;

(b) Preparing updated guidance handbook for guidance and counselling teachers; and

(c) Co-ordinating in-service workshops for guidance and counselling teachers to introduce them to fundamental concepts and principles of career guidance.

Before the year 1971, guidance and counselling services in schools mainly concentrated on career guidance based on the voluntary efforts of teachers who felt motivated to provide it. It was not a requirement of the regular duties of teachers (Republic of Kenya, 1976). Guidance and counselling programme in secondary schools was started to cater for all students with social, personal, psychological, educational and vocational problems (Republic of Kenya, 1977).

Following the inception of the Guidance and Counselling Unit in the Ministry of Education, a handbook for school counsellors was produced in 1971, later revised

in 1973 and in 1977 (Gitonga, 1999). The handbooks enumerated the responsibilities of heads of schools in the guidance and counselling programme. They were responsible for selecting competent and committed teacher-counsellors, a guidance committee to co-ordinate the programme. The headteachers were to provide time and facilities needed in the programme. They were also to gather and avail relevant information about students and define areas of responsibility for teacher-counsellors.

In 2000, the Teacher Service Commission began posting guidance counsellors to secondary schools a move that was strengthened by the banning of canning and the recommendations of the Report of Task Force on Students' Discipline and Unrest in Secondary Schools in 2001, otherwise known as the Wangai Report (Republic of Kenya, 2001). This report recommended that the guidance and counselling section of the Ministry of Education be equipped with trained personnel and resources to oversee implementation of guidance and counselling in secondary schools.

The Concept of Guidance and Counselling

The terms guidance and counselling have different meanings though they are generally used interchangeably.

Meaning of Counselling

There is not a single universally accepted definition of counselling. Some definitions are very broad and general while other are specific and technical. Tattum (1986 p. 35) quoting Carl Rodgers (1951) defines counselling as: "A helping process which depends on the development of a relationship between people which is sufficiently supportive to enable one of these people (the student as the client) to explore aspects of his life more freely and to arrive possibly at more adequate ways of coping".

Burks and Stefflre (1979) gave a more comprehensive definition by stating that Counselling denotes a professional relationship between a trained counsellor and a client. This relationship is usually person-to-person although it may sometimes involve more than two people. It is designed to help clients to understand and clarify their view of their life space and to learn how to reach their self-determined goals and through meaningful, well-informed choices and through resolution of problems of an emotional or interpersonal nature.

Considering Tattum's conceptualisation, counselling is a dialogue between someone who has a problem and someone with specialised knowledge who can help in the understanding of the problem. Counselling is reserved for the more personal aspect of guidance that demand highly specialised skills. It is concerned with emotional disturbance and behaviour problems. A client usually initiates

counselling. Counselling is personal, intimate, private and confidential. Counselling is not meant to instruct, and the counsellor does not express his/her own view and values to the client, (Makinde, 1987). It is important to note also that in counselling process, what a counsellor does is to provide a facilitating relationship so that the client can decide upon his/her own directions, goals and methods of reaching them.

Meaning of Guidance

Guidance, unlike counselling is less personal and less intimate. Guidance is more public, informative and meant to instruct and can be initiated by the counsellor, (Makinde, 1987). Guidance may be defined as: "A process of helping individuals to understand themselves and their world." Barki and Mukhopadyay (1989: 2) define guidance as: "The assistance made available by qualified and trained persons to an individual of any age to help him/her own point of view, make his/her own decisions and carry his own burden." These two definitions therefore imply that guidance is a process of helping individuals to understand themselves and their world so that they can utilise their potentialities.

Mutie and Ndambuki (1999) quoted in Petterson (1971) as defining guidance as a term referring to a broad area of educational activities and services aimed at assisting individuals in making and carrying out adequate plans and achieving satisfactory adjustment in life. Mutie and Ndambuki further quote Republic of

Kenya (1977) that defines guidance as a continuing process concerned with determining and providing for the developmental needs of learners in schools.

Okwatsa (2002) further defines guidance as that aspect of education which is concerned especially with helping the pupil to become adjusted to his/her present situation and to plan his/her future in line with his/her interests, abilities and social need. Considering Okwatsa's definition, guidance can be viewed as a process and a service. As a process, guidance assists a student to make wise decisions, choices and adjustments in light of his/her potentialities and limitations and a realistic awareness of the world around him/her. As a service, guidance provides information and assistance to students, teachers and parents to facilitate the process and make judgement.

In summary, it is important to note that guidance and counselling aims at helping the youth to understand who they are, where they want to go, what they want to do, how to get to their destination and how to solve problems arising in life (Mutie and Ndambuki, 1999). Therefore, guidance is designed to help the individual adjust to the environment and set realistic goals. Students in schools need to be exposed to all of the three dimensions of guidance and counselling in schools, namely: vocational, educational and personal/social guidance in order to be able to make appropriate decisions affecting their lives.

Finally, it can be deduced that counselling is a service incorporated in the guidance programme. All guidance work is not counselling, but all counselling is part of guidance and that guidance activities may precede, accompany or follow counselling.

Scope of Career Guidance and Counselling Programme in Schools

Guidance and counselling involves three major components namely: Educational guidance, vocational guidance and personal/psychological guidance. Career guidance and counselling in schools deals with the educational and vocational guidance components.

Educational Guidance

Educational guidance involves assisting students to adjust to the educational environment so that they can effectively cope with educational programme (Republic of Kenya, 1977). It is therefore concerned with raising students' educational standards to open opportunities.

The Global Counselling Centre (2002) sees educational guidance as involving helping an individual in planning suitable educational programmes like choice of subject, development of good study habits, use of libraries, adjustment to school life, role of co-curricular activities in schools and those for guiding poor/dropped in performance students.

Gitonga (1999) summarises the educational guidance into three components. The first relates to developing a favourable setting for the individual's education. This involves giving assistance to the new students to adjust to the new school, new teachers, new subjects and new regulations because these can be overwhelming to some students. Students need to be carefully introduced to the new setting so that it will not present hindrances to learning (Republic of Kenya, 1977).

The second component of educational guidance relates to curriculum choices. A student with many abilities and interests may have difficulty in deciding which subjects will not be meaningful for him/her in the long-run. Such students need assistance in understanding the relationship of his/her curricular choices to his vocational objectives. Although the counsellor guides students to make his/her choices, the final decision should always be left to the student.

The third component of educational guidance services is concerned with recognition of individual differences and their relation to educational achievement. This means giving assistance to enable them become aware of their abilities, special needs, interests and limitations. Educational guidance also includes keeping academic records and observation reports for each student. An analysis of those records and reports gives an indication of students who might require help and in which academic areas (Republic of Kenya, 1977).

Educational guidance and counselling therefore aims at helping the child develop his/her maximum potential through the academic process. That, in addition to acquiring papers and qualifications; one becomes a fulfilled and a responsible member of society (Mutie and Ndambuki, 2002).

Vocational Guidance

Vocational guidance is primarily concerned with helping a student answer the following question: "What shall I do in life?" It is therefore a process of assisting students to understand themselves and the world of work in terms of interests, aptitudes, values and aspirations.

Entwistle (1970: 79) quote Super (1967) defining guidance as: "The process of helping a person to develop and accept an integrated and adequate picture of himself and his role in the world of work, to test this concept against reality and to convert it into reality with satisfaction to himself and the benefit of society."

The function of vocational guidance is that of assisting an individual to choose an occupation, prepare for it, enter upon and progress in it. It is concerned primarily with helping individuals make decisions and career choices involved in planning a future and building a career, decisions and choices necessary in effecting satisfactory vocational adjustment (National Vocational Guidance Association of

USA). Vocational guidance is therefore a process that continues in life of the individual over long period of time. It is not a once-formal activity.

The need for vocational guidance in secondary school is crucial since students may face conflicts between their interests and abilities. So, these students are assisted to realise their abilities, special needs, interest and limitations and how those potential can be developed with a view on how to make appropriate career choices (Republic of Kenya, 1977).

Vocational guidance is also concerned with helping students understand the world or work and assembling information about many common occupations in which they may find satisfaction and develop their fullest potential (Patterson, 1971, Gitonga, 1999). Vocational guidance cautions students and their parents against being attracted by the loftiness or lucrativeness of a particular occupation or profession regardless of whether they meet the requirement.

According to Republic of Kenya (1976), guidance and counselling service should assist in reducing conflicts between students and their parents regarding choices of education and training and various careers. At times parents choose careers for their children which are beyond the children's ability or interest.

Career guidance teachers in schools are charged with the duty of helping the learners to obtain suitable careers in life. Their emphasis in this area should not be

placed on finding jobs for school leavers but rather on estimating the capabilities and interests of the learners. This vocational guidance process should therefore start earl in school when students are helped to select subject combinations that would lead to career of their choice so that by the time they leave schooling, they have an idea where to go for further training and in what areas and they want to do in their lives (Mutie and Ndambuki, 1999).

The Need for Career Guidance and Counselling Services in Kenyan Secondary Schools

In an ever changing world of uncertainty and increasing complicated changes, the inexperienced youth needs a lot of career guidance before falling to the unknown future of choosing the right vocation. Career guidance and counselling services are necessary not only for career development of the human being but also for maximising the person's contribution to the economic growth of the nation.

Students in schools face various educational problems that necessitate the need for provision of effective career guidance and counselling services (Amunga, 1984). These problems include:

1. Vocational and educational planning, for example training beyond high school, the best job to suit one's abilities and interests, colleges to attend (Hahn, 1955).

2. Schoolwork problems, for example courses or subjects to take, value or various courses or subjects, concern about grades and proper study habits

(Hahn, 1955). Therefore, the identification of the student's needs or problems is the first step for the establishment of effective guidance and counselling programmes (Osumba, 1998).

In Kenya, the need for career guidance and counselling has been made even more urgent by the greatly economic and technological changes experienced by the society. Automation and recession, for example have forced many people to early retirement and retrenchment, resulting in unemployment. The high rate of technological change has also created problems in occupational choice. Students have a limited knowledge of various occupations and they need to be assisted to have realistic career expectations. Teachers need skills in computers, business management so as to assist students prepare themselves in self-employment (Achungo, 2004).

The need for career guidance is also shown by the increase in school leavers' unemployment and the disparity between their aspirations, available opportunities and national needs. As emphasised by Barki and Mukhopadyay (1989), the main trust for guidance and counselling services is on helping the student to achieve an all around growth and not just problem solving.

In the last six or seven years, it has become increasingly crucial that more emphasis be laid in career guidance and counselling in Kenya. That is especially

so because of the large number of K.C.S.E. graduates (more than 40, 000) who fail to secure admission in public universities every year though they have attained the minimum entry point of grade C+. This is as a result of unsuitable subject combination and poor career choices besides that fact that universities have limited vacancies.

It is therefore clear that students in secondary school especially those in higher forms need career guidance services in order to prevent them being victims of this situation. They thus need educational guidance to guide them achieve higher academic results and vocational guidance to guide them choose the appropriate degree courses and career choices that will fulfil their potential.

Career guidance and counselling is also needed in schools to help check wastage and stagnation. Many students drop out of school due to lack of proper study skills and lack of knowledge for making full use of the facilities provided in schools among other reasons. Effective career guidance services can help stem this wastage at different levels of education (Kagwiria, 2003).

Indeed, career guidance and counselling has been identified as a crucial form of interaction between the student and the teacher and in such a manner that would help the formers to be able to make sound decisions on career choices and what do with his/her life after leaving school. The need for career guidance and counselling cannot therefore, be understated.

Effective career guidance services therefore need to be introduced to meet the following varied needs of the students in secondary schools:

1. To help in the proper choice of courses leading to the proper choice of careers. The world of work is highly complex and rapidly changing. The young students need to be informed about the various jobs and openings available to them and the requirements, responsibilities and the nature of work involved (Hahn, 1955, Chauhan, 1982 and Hayes, 1971).

2. To help the students in vocational development because the process of vocational development covers almost the entire span of life of an individual. Career guidance and counselling services need to be provided to help the students in the stages of growth and exploration by making it possible for them to gain knowledge about themselves, their abilities and needs (Chauhan, 1982).

3. To motivate young people for self-employment considering the magnitude of educating job seekers flowing into the job market every year. It is therefore essential that a sizeable fraction of enterprising youth is initiated into careers of self-employment (Muraguri, 2003).

4. For the students to develop readiness to face new challenges. Career guidance and counselling services are needed to develop in the students the ability to cope with their new academic problems and concerns in such a way that they become more component to meet the demand which will continue to be made upon them in future, (Reid, 1974).

5. Career guidance and counselling services are also needed to help the students to properly utilise the time spent outside the classroom. The manner in which students spend their non-class hours clearly affects their success in achieving both academic competence and personal development of all types.

6. Lastly, but not least, career guidance services are needed in schools to identify and help students in need of special help such as the gifted, the backward and the handicapped who need special opportunities (Gitonga, 1999).

Today, as never before, there is need for very successful doctors, educators, lawyers and business executives. It is important that students are guided to take up courses and career suited to their need, interests and aptitudes, so that they can become efficient workers. For optimum individual and national development, career guidance and counselling need to be made effective, regular and a continuous activity.

Theories of Career Development and their Implications to Career Guidance in School

According to Glanz (1974), modern theories of vocational/career development date from the work of Super (1942) and Boarding (1943). Ginzberg (1951), Super (1942) and Tredeman (1957) have each developed major theories of vocational development and occupational choice that affect school guidance practice in specific ways. The subject of this study was based on the theory of vocational development advanced by Ginzberg and later Super.

Ginzberg's Theory (1951)

In 1951, Ginzberg produced the first general theory of vocational development that has influenced all writers. He emphasised that effective vocational guidance is based upon the ability of the individual to understand his own values and goals (Hayes and Hopson, 1971: 15). This theory contained four basic elements as follows:

1. Occupational choice is a developmental process which typically takes place over a period of years.

2. The process is largely irreversible.

3. It ends in a compromise between interests, capacity, values and the opportunities which are available.

4. Occupational choice occurs in three periods:

   (a) **Period of fantasy choice:** It is the early period which is governed largely by the wish to be adult.

   (b) **Period of tentative choice:** It is largely determined by interests later to be modified in the light of knowledge about capacities and values.

   (c) **Period of realistic choice:** In this final period of occupational choice, the exploratory, crystallisation and specification phases succeed each other, (Hayes, 1971: 15).

It is important to note that Ginzberg revised his theory in 1972, where he stated that occupational choice is a lifelong process of decision-making in which the

individual seeks to find optimal fit between his career preparation and goals and the realities of the world of work (Glanz, 1974: 318).

Super's Theory (1942 – 1957)

Super (1942) later developed Ginzberg's model. According to Glanz (1974), Super suggested that a person's career/vocational development process occurs in a series of life stages as follows:

1. **The growth stage (birth – 14 years):** Here, the child is developing interest, abilities and aptitudes.

2. **The exploration stage (15 – 24 years):** When a person is seeking an occupation to suit him. He has now developed attributes. He may be in school and thinking about future employment or he may be already employed and may be thinking about alternative jobs.

3. **The establishment stage (25 – 44 years):** This stage has two phases; the trial phase when the person is doing jobs and seeing how they suit him and the stable phase, where the person has found a suitable occupation and is establishing his/her level in it.

4. **The maintenance stage (45 – 65 years):** Here, the type and level of employment will now have been set and the person's career will proceed along the lines determined in the previous stages.

5. **The decline stage (65 years to death):** This is the depreciation stage when the persons professional and physical abilities and concern about a job begin to wane with retirement and old age.

The ages set by Super (1942) are approximates. They differ considerably from one person to the next. Also the change from one stage to the next is a gradual process, which may take several years. It is important therefore, that career teachers are aware and understand these developmental stages in children and young people.

The career teacher should be concerned with students who are in the growth and exploration stages. As mentioned earlier, the fantasy period (0 – 11 years) is governed by the child's wish and choices which may bear no relations to his interests, abilities and aptitude. At this stage, the child has no clear understanding of the obligations of his choice. He may talk about being a pilot without thinking of the educational levels required or even whether such a job is possible at all for him (Achungo, 2004).

During the tentative phase (11 – 17 years), the student is at least aware, and if not, sure of his interests, abilities and aptitudes, but may be unsure of the type of occupation which will most suit his particular attributes. This stage is thought to be dominated first by interests, then by capacities and finally by values. The child begins to look for a job, which relates to these interests such as mechanical, literary and art. Later, he/she begins to realise the level of his/her abilities or capacities and will therefore adjust his vocational choices accordingly. With the assistance of a career teacher, the students are in a better position to make a more realistic vocational choice. His/her choices will also be affected by his/her values,

by what he/she considers important for him/herself i.e. earning a high salary, helping people, having authority and enjoying his work.

Super identifies as central features of the choice process the development of self-concept and the development of an awareness of the occupational roles available in the world of work which provide the opportunity for implementing self-concept (Hayes, 1991). It is a phenomenal approach which emphasise the way in which the individual conceives of himself and the occupational world around him that influences the development of his/her self-concept and occupational concept.

Implications of Vocational Theories on Career Guidance

Ginzberg's and Super's theories and other theories of vocational choice and development not discussed here have several implications for career guidance and counselling in schools. Since most students in Kenyan secondary schools are involved in occupational choice, the theories have special relevance to teachers and counsellors who work with the youth.

Super's theory provides a useful framework for vocational guidance. It identifies the need for vocational thinking to proceed on the basis of a realistic self-appraisal and a thorough understanding of the occupational environment (Hayes, 1971), meaning that career teachers in schools need to conduct appraisal of individual students in order to help them understand themselves in terms of their potentialities. They are also required to provide to students adequate occupational

information in order to help them make sound educational/vocational choices and career decisions (Miller, 1968 and Republic of Kenya, 1973).

Most theories emphasise that career choice is a long-range gradual process involving the acquisition of work. In view of this, the counsellor should gradually lead the young person to gain understanding of him/herself and the range of job opportunities available in the area and little beyond. Career choices are a part of a process, so counsellors should not hurry. We would expect a considerable time including several sessions to pass the student gradually from indecision and uncertainty to tentative and ultimately to realistic plans (Achungo, 2004).

Finally, the development of the individual can be guided by the provision of adequate opportunities for the utilisation of aptitudes and the development of interests and personality traits and through the provision of activities for testing at the reality of individuals' perceptions of work and self. This means that the career teachers and the school in general should provide to students activities such as career debates, career conferences, career days, career film shows, career clubs, trips or visits to industries and work places. All these activities will promote the vocational development of the students resulting to them making superior career choices.

Occupational Information in Career Guidance Process

Few decisions are as important and have such far-reaching implications for the individual as those which contribute to his occupational choice and vocational development. But decisions cannot be made in a vacuum. The individual must be faced with alternatives, which provide the opportunity for choice. Hence, enters the role of occupational information. Although career work involves more than merely disseminating occupational information, occupational information holds a very central and important place in careers (Hayes, 1971).

Chauhan (1982: 125) defines occupational information as a valid and usable data about positions, jobs and occupations including duties, requirement for entrance and qualifications for training, condition of work, reward offered, advancement, pattern existing and predicted supply of and demand for workers and sources of further information. Hendrikz (1986: 182) seems to agree with this description when he explains that: "In order for the students to be able to decide on the sort of work they will seek, they need to know not only what sort of jobs exist but also what each entails, the sort of skills and qualification needed, the demand it makes of the worker and the nature of the work itself and the lifestyle likely to develop from it.

The analysis of the world of work through occupational and career literature is frequently almost ignored in many guidance programmes in schools (Glanz, 1974).

Yet you find that most of the problems adolescents face, are due to lack of educational and occupational information. According to Hahn (1955), many young men and women would surely make sounder educational/vocational decisions if only they were better grounded in the facts on the world of work. Students who have better, or more information about occupations would have superior career choices than those with less formal information.

It has therefore become very essential for career guidance services in school to provide maximum occupational information services to adolescents which may help them to plan their future satisfactorily and may enable them to face the challenges of today and tomorrow in the society (Chauhan, 1982). The career teacher should therefore, make available information for decision-making and self-directing activities. He should organise programmes that will impress upon people the dignity of labour, work ethics, habits, values and concepts.

Ways of Disseminating Occupational Information

Various methods are used to present occupational data to orient students to vocational planning. Chauhan (1982) gives example of field trips, films, group discussions, case studies, reading and field interviews.

According to the Regional Training Seminar on Guidance and Counselling Module II (UNESCO, 2000), the dissemination of occupational information in career guidance is carried out in the following ways:

1. **General group guidance:** The counsellor collects information and makes it available to groups of students. The students also collect information on various occupations for themselves.

2. **Career day/week activities:** Lectures on different career demonstrations, debates and film shows are provided to the school.

3. **Career clubs:** The clubs can show films relating to careers, organised career quizzes, competitions, career conferences, drama besides inviting lecturers or employers to provide information on various careers.

4. **Teaching occupations:** The counsellor meets a class and teaches them about different occupations.

5. **Trips and excursions to industrial establishments:** Students go out to school to work places to see things for themselves.

6. **Bulletin boards:** The school can display vocational educational and social information on bulletin boards strategically placed around the school compound.

7. **Vocational jobs and work-study:** The school can assist students to obtain vocational jobs during the long vocation or provide work-study programmes.

8. **School subjects:** Teachers can relate their teaching of subjects to careers for which they are useful or applicable.

Functions of Occupational Information

According to Chauhan (1982) we need occupational information services to plan our future keeping into consideration the needs of the society, educational and

vocational opportunities and our own abilities. The individual, if they are informed of all job opportunities and qualifications needed, can plan their future more realistically and can be saved from tension and frustration. Hayes (1971) outlines the following specific used of occupational information:

1. Occupational information is used to inform the client (student) about occupations. About various job and opportunities and their requirements.
2. Occupational information is also used to arouse or stimulate basic vocational thinking and to motivate the individual to take an active part in making vocational decisions.
3. It is used to help students identify work situations which are compatible with their needs.
4. It is used in assisting the client to develop a more appropriate balance between him and his tentative career plans. Use to re-adjust a student's aspirations to occupations which are within his reach (Adjustive function).

Today more than ever, it is becoming increasingly important to help young people to develop an awareness of the world of work and of the way in which wealth is produced and used by society. The schools should be able to do more to prepare young people for the patterns of behaviour that will be expected of them at work.

Placement Services in Career Guidance

Placement is an important service in any guidance programme. Without placement, a guidance programme is incomplete because until and unless a student

is placed in a good course and later on in a good job where he/she can utilise to his/her maximum abilities and skills and a continuous evaluation of his progress is made; the services is meaningless (Chauhan, 1982).

There are two types of placement services namely: Educational placement and vocational placement. Educational placement involves helping students to select appropriate choices of school subjects or courses. In Kenya, educational placement is highly needed at the end of Form Two to assist students to select suitable subject combination out of the various subjects offered. Vocational placement on the other hand includes assisting the youth to secure part-time employment after their school career is over and placement in post-high school education and training situations.

In schools, the counsellor's role in providing placement service for individual student involves assisting them in making appropriate choices of school subjects and courses of study and in making transitions from one school level to another, one school to another and from school to employment (Miller, 1968). Placement therefore involves the functional services of educational and occupational planning, student appraisal and counselling assistance appropriate to student's choices and progress in school subjects.

In addition to these, other types of assistance given by the career counsellor to students that will aid in effective placement in schools includes the following:

1. Placing students in school activities that will aid to their development as individual (Chauhan, 1982). Helping the students in their selection of activities that contribute to their development in line with their interests and help them engage in appropriate number of activities as warranted.

2. Providing student's data to receiving school when a student transfers, obtains data for new students and gives individual data to educational and training institutions, prospective employers and employment agencies (Achungo, 2004).

3. Planning with administrators and teachers to provide appropriate classroom placement for students with special abilities and disabilities; and also to provide procedure for course selection by students and grouping of students.

4. Assisting in giving students and parents an understanding of procedures for making applications and financial plans for attending educational or training institutions and for making application for employers.

5. Helping students and parents to make a long plan of study for high school years and assumes responsibility for periodic review and revision of such plans according to the needs of the students (Achungo, 2004).

6. Conferring with admission personnel, directors and visits to educational and training institutions as well as business and industries applicable to students in his/her school.

7. Determining needs revealed by dropouts and follow-up studies. Placement counsellor helps in gathering information from drop-outs as regards their

problems which will help in evaluating the total school programmes in order to minimise the percentage of drop-out (Chauhan, 1982).

The provision of effective placement service in Kenyan schools can never be underscored. This is because according to Osumba (1998) in the study on the relationship between educational guidance and subject choice. It was revealed that majority of secondary school students are inappropriately placed in terms of their stated talents, interests and career aspirations.

According to Osumba (1998) secondary school students joined institutions of higher learning without proper course choices, leading to poor performance and constant career changes in university and working life. Therefore, in order for the school's career guidance and counselling programme to be successful there is need for effective placement services.

The functions of Career and Educational Guidance in Schools

Research has already demonstrated that comprehensive career guidance programmes can provide students with basic economic understanding, skills in understanding themselves and educational/occupational opportunities and skills in overcoming bias and stereotyping. Evidence is also promising that students can acquire increases in basic academic skills, a desire to work, career decision-making skills and job-seeking, finding, getting and holding skills.

The following are the specific functions of career and educational guidance in schools:

1. Assisting the school going youth to make informed choices from the widest possible range of possibilities in the world of work. Hence, the students is assisted to make the best possible career choice (Chauhan, 1982).

2. Equipping the youth in schools with skills, attitudes and knowledge to enable them cope with their educational and vocational problems and needs (KCT, 2005 and Chauhan, 1982).

3. To help in administering pupils with career, vocational tests. The career counsellors have the responsibility of administering aptitude, interest and ability tests to students (Rao, 2003 and Aslanion, 1980).

4. To facilitate the smooth transitions for children from home to school, from primary to secondary school, from secondary to post secondary education institutions and to the world of work. The final transition from the educational system to the labourforce appears to be most important and challenging for students (Miller, 1968).

5. To help in acquiring information regarding employment and training opportunities in Kenya and help the youth make wise career decisions (KCT, 2005, Makinde, 1989 and Miller, 1968).

6. To provide students with meaningful educational experiences. The students are able to relate the curriculum to occupational groups (Hamblin, 1970).

7. To help students in identifying the strong relationship between academic attainment, activity after schools and knowledge of the various occupations available in Kenya.

8. Helping students to choose appropriate courses and make the maximum progress in them (Chauhan, 1982)

9. Strengthening the educational system by providing motivation and meaning to education. This means ensuring that the student's educational curricula and co-curricula activities are useful and will eventually result in something worthwhile. The students are encouraged to make maximum use of all educational opportunities since these will be beneficial to them during their lives (UNESCO, 2000).

10. To aid students in the positive development of attitudes, value system, adjustment skill and decision-making competencies. In short, to help them to develop into free and responsible citizens (Chauhan, 1982).

11. Screening of individuals who have some difficulties in learning and to suggest means and measures to rehabilitate them (Chauhan, 1982).

12. Assisting the youth in understanding themselves in terms of their potentialities including both weaknesses and strengths (Glanz, 1974).

The Role of Parental and Community Involvement in Career Guidance

Many parents report that helping their children choose a career is their second most pressing concern. They are most frequently the major influence on pupil's choice. They are cited in many areas as by for the most important source of help to

students during their educational-vocational choices (Reid, 1974). Yet despite the primary role that parents play in children's career development, school counselling programmes show little evidence of tapping into this resource.

Career guidance has a top priority with parents, the general public and high school students. Continuing and further assistance appears to be needed and a collaborative effort between schools and families could help meet the need. Provision of relevant information about students by parents is not enough. Active cooperative and participation in the process of guidance is very essential (Chauhan, 1982).

No doubt, furtherance of the relationship among the parents, the school and the community is an extremely important outcome of the guidance programmes. But in Kenya, majority of parents are not interested in establishing a relationship with the schools. The school is working independently and in isolation without taking the community into confidence.

Kilonzo (1980) stated that one of the constraints that guidance and counselling programme in Kenya suffers is lack of parental involvement and support. Many parents are described by headteachers as being uninterested since they failed to attend any meetings or play any part in the school career guidance work. This situation can be best summed up by the following comments made by a parent.

"My son has always known what he wants to be. I have told him and he has accepted the importance of being what I could not be. This whole programme of asking him to look at his interests, values and capacities has confused him. I do not think guidance business is going to help him at all. Why don't you let it be for the students who do not know what they want? Leave alone those who know what they want" (Aventi, 1975 :78).

It is argued that for career guidance to be effective there must be a sensitive and well-organised approach to parents. An effective programme of career guidance will therefore only emerge if parents, teachers and counsellors co-operatively plan the strategy. Through collaborative efforts in career guidance, counsellors can help parents influence their children's career development more effectively and wisely and together they may all succeed in making career guidance programme successful.

Ways of Involving Parents in Career Guidance

Securing the co-operation of parents can be difficult. However, school counsellors together with the headteacher should strive to invite parents to participate in the school's career guidance programmes and activities. The following are the different ways that the school can secure the involvement of parents:

1. A first step in securing greater parental involvement is through the circulation of a guide that explains the objectives ad a description of the career programmes in school.

2. Conducting parent study groups. Counsellors can help parents understand their role in children's career development. Well-prepared printed information should be sent to them (Reid, 1974), then study group conducted to orient the parents on the ways they can guide their children.

3. Coordinating parents resources. Programmes can be developed in which parents serve as mini-course instructors or resource persons in the classroom, teacher aids on field trip and member of advisory committee, (KCT, 2005).

4. Organising career activities for families. Career nights appear to be one of the most popular activities at the high school level in the United States. However, in Kenya, we can have career days in schools, where parents are invited and involved. We can also have career activities such as career exhibitions, career conferences and career debates, where parents can participate.

5. Establishing self-directed career centres for use by both parents and children.

6. Through parent bulletins. Parents-teacher meetings, parent workshops and even school newspaper (Jacobson, Reaving and Logsidon, 1954). All these facilitate career discussion where parents participate and contribute.

Community Involvement

According to Wanjohi (2002), there is need for the school to maintain good relationship with the community. It is from the community at large that referral service can be enhanced. Therefore, the school headteacher has a duty to enhance career guidance and counselling programme. It is upon the headteacher to build

relationship with community professions and then promote interaction between students, teachers and professionals (Gitonga, 1997)

Sound relationship between the school and the community can be established and then the community involvement and support can be secured through the following ways and activities:

1. Organising workshops and seminars where community professionals contribute their input on career matters.

2. Developing contacts with employers and representatives of the community. Here professionals can be invited to describe their work in informal sessions in school i.e. activities like career conference, career exhibitions and career days (Chauhan, 1982).

3. Inviting a career officer or an employment officer to be a member of the school guidance team. Hence, he/she will be readily available to pupils, teachers and parents to discuss the significance of the various options.

4   Lastly, working closely with other community agencies such as Career Service Agency. This numerous community agencies may be of practical help in carrying out a career course, providing speakers or simply as bodies.

There is no doubt that parents' rejection of career guidance can spell the ultimate defeat and failure of the programme. The need to include parents and the community in the organisation and implementation of the school career guidance

programme is an immediate conclusion that must be drown from an awareness of their importance.

Parents and community professionals cannot be isolated and separated from the operation of career guidance work in school. Their attitude towards the programme can either strengthen the operation of the programme or destroy the effectiveness of its implementation.

Summary of the Literature Review

In the literature review, the historical development of guidance and counselling and the concept of guidance and counselling has been explained. The two components of career guidance and counselling programme which are educational and vocational guidance are reviewed under the scope of career guidance and counselling programme in secondary schools.

In addition, the need for career guidance and counselling to be provided to students in school has been explained. The theories of career development and their implications to career guidance in schools has also been clarified. Other issues that have been reviewed are: Occupational information and placement services in career guidance in schools, the functions of career and educational guidance in schools and various ways of involving parents and community in the school's career guidance work. It is clear therefore that career guidance and counselling services should be provided to all students at the earliest time possible.

Figure 1 presents the conceptual framework of career guidance and counselling in schools.

Figure 1: Conceptual Framework on Career Guidance and Counselling in Schools

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                    ┌─────────────────────┐
                    │     Headteacher     │
                    └─────────────────────┘
                               │
                    ┌─────────────────────┐
                    │      Teachers       │
                    └─────────────────────┘
                               │
            ┌──────────────────────────────────────┐
            │   Career Guidance and Counselling     │
            └──────────────────────────────────────┘
             │                  │                │
    ┌──────────────┐   ┌──────────────┐   ┌──────────────┐
    │   Parents    │   │   Students   │   │  Community   │
    └──────────────┘   └──────────────┘   └──────────────┘
             │                  │                │
            ┌──────────────────────────────────────┐
            │   Effective Career Guidance Services  │
            └──────────────────────────────────────┘
                               │
            ┌──────────────────────────────────────┐
            │ 1. High-esteemed learners            │
            │ 2. Informed decisions                │
            │ 3. Better career choices             │
            │ 4. High standards of performance     │
            └──────────────────────────────────────┘
                               │
            ┌──────────────────────────────────────┐
            │ 1. Achievement of educational        │
            │    objectives                        │
            │ 2. A well-adjusted society           │
            │ 3. A well economically developed     │
            │    country                           │
            └──────────────────────────────────────┘
```
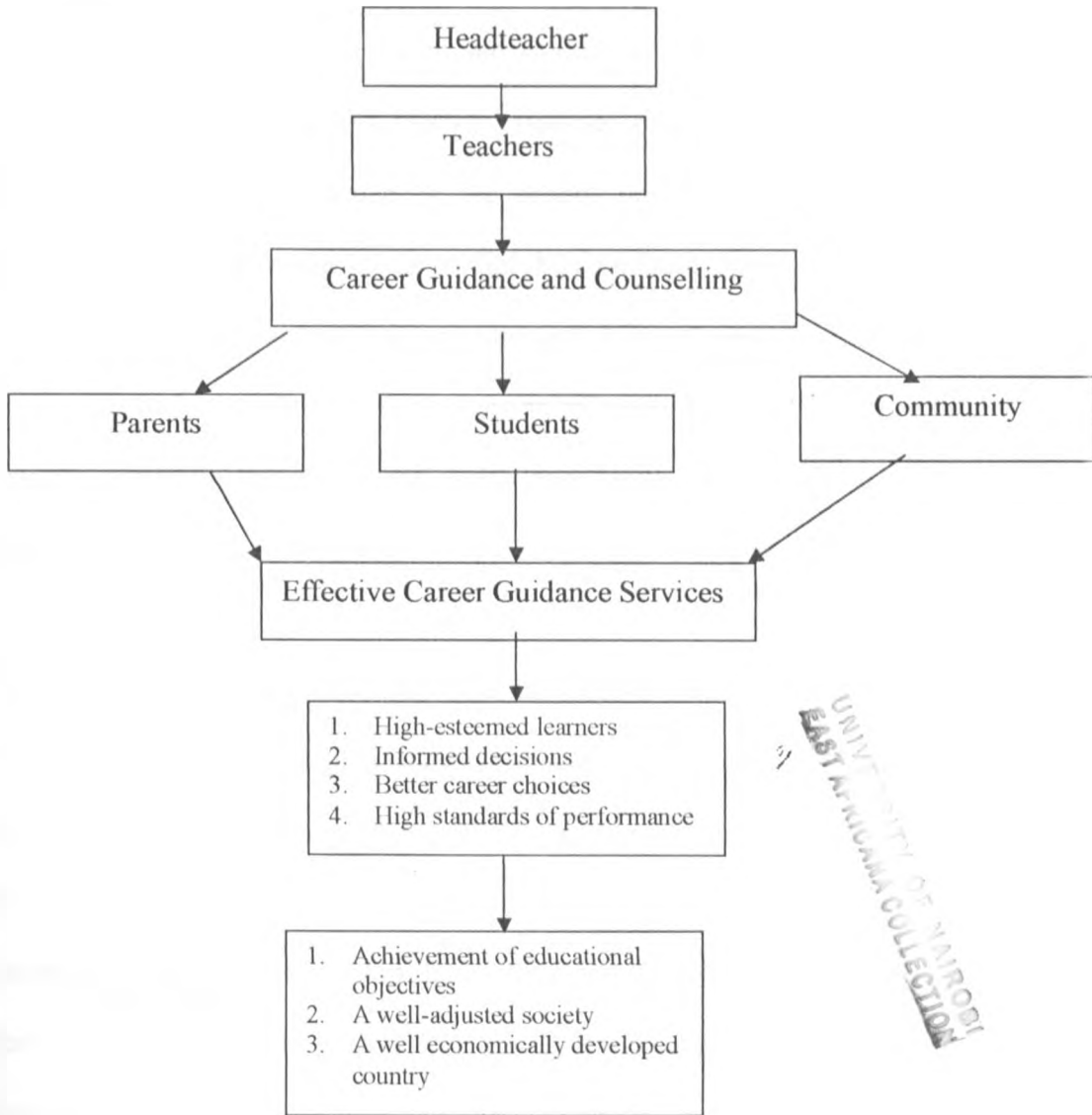
The conceptual framework of the study shows how effective management provided by the headteacher will promote effective implementation of career

guidance and counselling programmes in public secondary school by ensuring the existence of a conducive environment.

It also illustrates that career guidance and counselling is a corporate enterprise between the school management, teachers, students, parents and the community. There may be mutual influence of the school on the community and the community on the school, since parents and the community are actively involved in the school career guidance programmes through the provision of funds, facilities and supplies and also through the provision of outside speakers and referral assistance, while on the other hand, the school churns out its output into the community for service provision hence the contribution to national development.

Finally, it illustrates that once the students receive career guidance services through this mutual co-operation, they will become high-esteemed learners with high standards of performance. They will also be able to make informed decisions both at school and to the community and will have better career choices. The ultimate result of all these is that there will be an achievement of educational objectives; a well-adjusted society and a well-economically developed country. Researches need to be done in career guidance and counselling in the following areas: Effects of career guidance and counselling on students' choice of career; the role of career teacher in career guidance and counselling in schools.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter describes the methods and procedures that guided this research study. It comprises of research design, target population, sample and sampling procedure, research instrument, instrument validity, instrument reliability, pilot study, data collection procedures and data analysis techniques.

Research Design

This study was carried out using descriptive survey method. This is a research method through where data is collected from members of a population using a questionnaire in order to determine the current status of that population with respect to one or more variables. It is therefore a self-reporting study, which brings out quantifiable information from the sample (Mugenda and Mugenda, 1999). The research was aimed at establishing the factors that hinders effective implementation of career guidance and counselling in public secondary schools in Vihiga District, Western Province.

Target Population

Borg and Gall (1996: 220) defines target population as: "All the members of a real or hypothetical set of people, events or objects to which the researcher wish to generalise the results of their research." The target population of this study comprised of all the career teachers and Form Three students of the 82 public

secondary schools in Vihiga District. Therefore, the population comprised 82 career teachers plus approximately 5,200 Form Three students totalling to 5,282 respondents.

This study targeted the Form Three students purposefully because it is in these classes where students have already chosen or made subject choices and also career choices are being made. Moreover, the students have completed more than two years in secondary school hence have had more experiences with the career guidance and counselling services offered in schools and are also aware of the educational and vocational problems affecting them.

Sample and Sampling Procedure

A sample is the subject of the target population. It is the smaller group or subset, which is a representative proportion of the population. According to Mulusa (1990: 107) in his table of determining sample size from a given population, a total population of 5,282 has a sample of 361. The actual sample for this study was 357 respondents (21 career teachers and 336 students)

Stratified random sampling procedure was used to select schools and students to be involved in the study. Sampling was done in such a way that the three types of schools are represented namely; boys schools, girls schools and mixed schools.

The first step of the sampling process involved selection of schools. During this process, the target population was clustered into three groups; the boys' schools, girls' schools and mixed schools.

After classifying the schools in the district, the names of schools from each category were written on pieces of paper, folded and placed in a container. The container was shaken and then a person (not the researcher) was asked to pick out one of the folded pieces of paper. The name of the school contained on the piece of paper picked was recorded down and included in the sample. The piece of paper picked was folded again and returned to the container and shaken again. This process was repeated until seven schools were picked out from each category of schools and also until the seven divisions of the district were represented. This therefore meant that if a school was picked from a division already represented in the sample, then the paper was returned and then the container shaken until a school from another division not picked was picked. This process was repeated to select the three schools for pilot study.

The second step in the sampling procedure entailed the selection of 16 students to answer questionnaires once the researcher arrives at the selected schools. The career teachers were purposefully selected since they had information on career guidance and counselling services in the schools.

Research Instrument

The data pertaining to this study was collected using a questionnaire. There were two sets of questionnaires designed for this study, one for the career teachers and the other for the students. Each set of questionnaire was divided into 2 sections. Section A contained questions that were to enable the researcher to get demographic information such as gender, age, academic training and teaching experience and the type of school. Section B contained questions that sought information on career teachers' and students' opinion on factors that affected effective implementation of career guidance and counselling services in schools. It also sought information on the areas teachers and students feel need to be improved on so as to enhance effective provision of career guidance in schools.

Likert summated rating method was used in the structuring of the questionnaire Likert (1967) found out that for practical reasons, scores should have arbitrary weights consisting of integers, given that the levels of certainty to uncertainty have been scored in such a way as to consistently reflect being sure of the factors that affect the effective implementation of career guidance and counselling programmes in public secondary schools.

Instrument Validity

According to Borg and Gall (1989), validity is the degree to which a test measures what it purports to measure. For this instrument content and construct validity were established. Content validity is the degree to which the sample of the test

items represents the content that test is designed to measure. Construct validity is the extent to which a particular test can be shown to measure a hypothetical construct that is a theoretical construction about the nature of human behaviour.

To validate the test items and ensure content validity, two university lecturers who were specialists in the field of counselling psychology appraised the questionnaire. Basing on their comments, corrections were made on the items in the questionnaire. Afterwards, a pilot study was conducted to further improve the validity of the instruments.

Instrument Reliability

Best and Kahn (1998: 283) said that: "A test is reliable to the extent that it measures whatever it is measuring consistently." An instrument is therefore reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over time.

To test for reliability of the items in the questionnaire, the researcher used the split half method. This method was adapted, as it is suitable for construct such as attitude, perception, opinion and achievement. The split-half method was used to determine the coefficient of internal consistency or reliability coefficient.

The method involves administering the test to a small sample then splitting the test into two halves/subsets; odd items in one subset and even items in another subset.

The scores of the two subsets for each individual are computed separately. The Pearson Product Moment Correlation Coefficient was used to obtain the correlation coefficient.

The correlation obtained however, represents the reliability of only half the test and because reliability is related to the length of a test a correction must be made so as to obtain reliability to the entire test. To effect this correction, the Spearman Brown Prophecy Formula is applied which states as follows:

$$Re = \frac{2r}{1 + r}$$

Where:

Re = Correlation Coefficient of the entire test

r = Correlation Coefficient of the even numbered statements with the scores of the Odd number statements.

The value 'r' obtained indicated the degree to which the two halves/subsets are internally consistent. Reliability coefficient ranges from vales of 0.00 and +1.00 indicating perfect reliability, which is never attained in practice and 0.00 no reliability.

Pilot Testing

All the two sets of questionnaires used to collect data were pre-tested. The pilot study involved 3 schools in Vihiga District selected randomly. The school that

comprised one girl school, one boys' school and one mixed school. The schools that participated in the pilot study did not take part in the main study. The students' questionnaire were pre-tested on a sample of 48 students, 16 students from each school. Career teachers' questionnaire were pre-tested on a sample of 3 career teachers from the three schools selected randomly.

From the results obtained from the pre-testing, the researcher calculated the Pearson's Product Moment Correlation (r). Hence the following was obtained:

Reliability analysis - scale (split) for teachers' questionnaire

Reliability Coefficients

N of Cases = 3.0   N of Items = 34

Correlation between forms = .9942   Equal-length Spearman-Brown = .9971

Guttman Split-half = .5845   Unequal-length Spearman-Brown = .9971

17 Items in part 1   17 Items in part 2

Alpha for part 1 = .69821   Alpha for part 2 = .6748

Reliability analysis - scale (split) for students' questionnaires

Reliability Coefficients
N of Cases = 48.0   N of Items = 30

Correlation between forms = .8782   Equal-length Spearman-Brown = .9352

Guttman Split-half = .9243   Unequal-length Spearman-Brown = .9352

15 Items in part 1   15 Items in part 2

Alpha for part 1 =   .6566   Alpha for part 2 =   .7597

If the Pearson's Product Moment Correlation is equal to 1, this shows that the items are highly correlated and instrument validity can be adopted. However, if the Pearson's Product Moment Correlation is equal to -1, that it shows that it is highly uncorrelated and the instrument will be revised before adoption. The results from the analysis shows that both questionnaires had a correlation of greater than .05 therefore the instruments were deemed reliable for the study.

The pre-testing enabled the researcher to determine the validity and reliability of the research instrument. This is because it enabled the researcher determine whether the items in the instruments were clear to the respondents, the instruments were precise and comprehensive enough to provide the anticipated type of data. Lastly, it also ensured that the research objectives were to be fulfilled in the study.

Data Collection Procedure

A research permit was obtained from the Office of the President to conduct research in the district. Thereafter, the office of the Provincial Director of Education, Western Province were contacted before the commencement of the study.

It was also necessary that the researcher had to obtain permission from the District Education Officer before conducting the study. A letter of introduction to all heads

of secondary schools was issued to the researcher by the D.E.O.'S office. Before visiting the sampled schools, the researcher then made an appointment with the headteachers. A date was fixed when the study was to be conducted.

The researcher visited the sampled twenty-one schools to personally administer the questionnaires to the respondents. It was made clear to the career teachers that the study was neither an examination designed to evaluate them nor the students. The questionnaires for the career teachers were then given out immediately.

As for the students, they were selected randomly and then the researcher introduced himself to the students before presenting them with the questionnaire. He assured them that it was not an examination to test them and that the information they gave would be kept confidential. Then he instructed them on how they were to answer the questionnaires. The students' and teachers' questionnaires were collected by the researcher immediately they completed filling them. Then the researcher organised the data according to gender to avoid mix up.

Data Analysis Techniques

After data collection, the information obtained through the questionnaire was decoded for analysis. This was done after inspecting and editing the data to ascertain accuracy, completeness and uniformity. Inspecting and editing involved identifying those items wrongly responded, spelling mistakes in the response and any blank spaces left unfilled by the respondents.

Each item of factors hindering the implementation of career guidance and counselling services in Vihiga District was assigned a score using Likert Rating Scale (Likert, 1967). Each item was followed by five responses ranging from being 'certain' to not al all'. The responses which showed certainty of statements were regarded as positive. Those that were negative, reverse scoring was done.

The responses from the respondents were scored as follows:

Certainty	—	5
Occasionally	—	4
Rarely	—	3
Not sure	—	2
Not at all	—	1

The researcher then analysed the data using descriptive statistics to particular questions. There was use of frequency tables and percentages to represent the data. All these calculations were done using the Statistical Package for Social Sciences (SPSS).

CHAPTER FOUR

PRESENTATION INTERPRETATION AND DISCUSSION OF FINDINGS

Introduction

This chapter focuses on the demographic information of the respondents, presentations, interpretation and discussions of findings. The presentations were done based on the research questions.

Completion rate

Completion rate is the proportion of the sample that participated as intended in all the research procedures. Out of the twenty one teachers sampled for the study, all of them (100%) returned the questionnaires. Out of three hundred and thirty six students sampled all of them (100%) returned the questionnaires.

Demographic information

Demographic information of teachers

Frequencies and percentages were used to describe the demographic data of the teachers used in the study. Teachers were asked to indicate their gender. Table 3 presents the gender of the teachers.

Table 3 Gender of the Teachers

Gender	f	%
Male	15	71.4
Female	6	28.6
Total	21	100.0

From Table 3, fifteen (71.4%) were males while six (28.6%) were females. The number of males were therefore more than the females. This reflects the fact that there are more male teachers than female in Vihiga district. The researcher was interested in identifying the type of schools that the teachers were from. Teachers were therefore asked to indicate the type of school that they came from. Table 4 presents the type of school.

Table 4 Type of school

Type of school	f	%
Girls school	6	28.0
Boys school	5	24.0
Mixed school	10	48.0
Total	21	100.0

From Table 4, six (28.0%) teachers were from girls' schools, five (24.0%) teachers were from boys schools and ten (48.03%) were from mixed schools. The findings shows that the researcher had a balanced sample from all types schools.

In order to identify the professional qualifications of teachers, they were also asked to indicate their professional qualifications. Table 5 presents the professional qualification of teachers.

Table 5 Professional qualification of teachers

Professional qualification	f	%
Graduate (B.ED)	15	71.4
Diploma	3	14.3
BA/BSC with PGDE	2	9.5
Masters degree (MED)	1	4.8
Total	21	100.0

Table 5 shows that three (14.3%) teachers were Diploma holders, fifteen (71.4%) were graduates with Bachelor of Education, two (9.5%) were Bachelor of Arts or Sciences with a Post Graduate Diploma in Education (PGDE) and one teacher (4.8%) was a Master of Education holder. Most of the teachers were therefore graduates and therefore qualified teachers. This confirms the fact that teachers teaching at secondary school should be holders of Bachelor of Education.

Teachers were also asked to indicate their teaching experience. Table 6 presents the findings.

Table 6 Teaching experience of teachers

Teaching experience	f	%
6 - 10 yrs	8	38.1
16 - 19 yrs	6	28.6
1- 5yrs	4	19.0
20 yrs and above	3	14.3
Total	21	100.0

Table 6 shows that four (19%) teachers had taught for between one and five years,

eight (38.1%) had taught for between six and ten years, six (28.6%) had taught for

between sixteen and nineteen years and three (14.3%) had taught for over twenty

years. Most of the teachers therefore had taught for between six and nineteen

years. With this teaching experience, are would be able to give their views on the

status of career guidance and counselling in their schools.

Demographic information of students

To establish the gender of the students, they were asked to indicate their gender

Table seven presents the data.

Table 7 Gender of the students

Gender	f	%
Male	186	55.0
Female	150	45.0
Total	336	100.0

Data from Table 7 shows that there were one hundred and eighty six (55%) male and one hundred fifty (45%) female students who participated in the study. This shows that the researcher had a balanced sample in terms of gender of students. Students were also asked to indicate their age. Table 8 presents the age of students.

Table 8 Age of the students

Age of students	f	%
16yrs	125	37.2
17 yrs	111	33.0
18yrs	83	24.7
15 yrs	9	2.7
19 yrs	5	1.5
21 yrs	2	.6
20 yrs	1	.3
Total	336	100.0

Table 8 shows that one hundred and twenty five (37.2) students were sixteen years old, one hundred and eleven (33%) were aged seventeen years, eight three (24.7%) were aged eighteen years, five (1.5%) were aged nineteen, one (0.3%) was twenty years, two (0.6%) were aged twenty one years and nine (15%) were aged fifteen

years. Most of the students were between sixteen and seventeen years. This confirms that the age of students in secondary is between fifteen and18 years though there may be exceptions of some being a little bit older as in the case of the phenomena in this study.

Student respondents were also asked to indicate the type of school that they belonged. Table 9 presents the data.

Table 9 Type of school

Type of school	f	%
Boys school	80	23.8
Girls school	96	28.6
Mixed school	160	47.6
Total	**336**	**100.0**

Table 9 shows that there were eighty (23.8%) boys' schools, ninety six (28.6%) girls and one hundred and sixty (47.6%) mixed schools in the District.

FACTORS THAT HINDERS THE EFFECTIVE IMPLEMENTATION OF CAREER GUIDANCE AND COUSELLING PROGRAMMES IN PUBLIC SECONDARY SCHOOLS IN VIHIGA DISTRICT

Teachers attitudes towards being assigned career guidance and counselling responsibilities.

To answer this research question, teachers were asked to indicate whether they acted as career teacher counsellor. According to the responses, seventeen (81%) said that they acted as career guidance teachers against a small number four (19.0%). The findings shows that the researcher had purposely targeted teachers who acted as career guidance teachers since they could give the necessary information regarding the study. They were further asked to indicate how long they held the responsibility. The findings are presented in Table 10.

Table 10 Length of service in that responsibility

Length of service	f	%
2 - 3 yrs	8	38.1
1 - 2 yrs	6	28.6
More than 4 yrs	4	19.0
3 - 4 yrs	3	14.3
Total	21	100.0

Table 10 shows that six (28.6%) teachers had served for between one and two years, eight (38.1%) had served in that responsibility for between two and three years, three (14.3%) had served for between three and four years and four (19%) had served for over four years. The findings therefore shows that teachers had served for a significant duration of time as career teacher counsellors in their schools. They could give the necessary information regarding the study. They were also asked to indicate how willing they were in being assigned that responsibility. Table 11 presents their responses.

Table 11 Attitude towards being assigned the responsibility of being career guidance teacher

Attitude	f	%
Willing	10	47.6
Indifferent	6	28.6
Most willing	2	9.5
Unwilling	3	14.3
Total	21	100.0

The analysed data from Table 11 shows that (9.5%) teachers said that they were most willing, ten (47.6%) said that they were willing, six (28.6%) teachers were indifferent, and three (14.3%) said they were unwilling. A large number (57.1%) of teacher respondents were therefore willing to perform career guidance and counselling duties when assigned. However nine (42.9%) were either indifferent or were unwilling. This may be because of various factors which may include lack of training and in servicing, negative attitudes, lack of remuneration for extra responsibility or any other.

According to Okumbe (1998), motivation is key to performance of any task and it may be either intrinsic or extrinsic. Unwillingness of teachers towards being assigned responsibility of being career guidance counsellor could be a hindrance towards effective implementation of career guidance programmes in schools. Therefore, in view of the above findings it seems necessary that teachers be trained in career guidance and counselling skills and should also be remunerated for the extra responsibility. In addition appropriate resources such as special rooms, specific time and support by other stakeholders in education should be accorded to them (Gitonga, 1999).

Training and skills of career teacher-counsellors and its effects on effective implementation of career guidance and counselling in schools.

To answer this research question, teachers were asked to indicate whether they had undergone any in-service training course in guidance and counselling. From the responses, nine (42.9%) teachers agreed that they had attended in-service course against twelve (57.1%) who said that they had not attended. Majority had therefore not attended any in-service course in guidance and counselling. Though many of them acted as guidance and counselling teachers in their schools, most of them had not been trained. They were therefore doing the job without professional qualification in the area.

According to The National Committee on Educational Objectives and Policies (Republic of Kenya 1976), the provision of guidance and counselling services in schools has been left to teachers who are ill equipped for the jobs and have also other duties to perform. Lack of training in career guidance and counselling can be a hindrance to proper implementation of career guidance and counselling programme in schools. Career guidance and counselling plays an important role in guiding students in career choice and if offered by un untrained teachers, it can not be properly offered. In view of the findings in Table 11, training and retraining in guidance and counselling skills should be organized and given to teachers by the Ministry of Education Science and Technology and its agencies

Teachers whose who had undergone training were asked to indicate the duration of the training. The findings are presented in Table 12.

Table 12 Duration of in-service training attended

Duration of the course	f	%
Not applicable	12	66.7
One week	4	19.1
More than one week	3	14.3
One month	1	4.8
More than 3 months	1	4.8
Total	**21**	**100.0**

Table 12 shows that four (19.1%) teachers had attended for one week, three (14.3%) had attended for more than one week, one (4.8%) had attended for one month, one (4.8%) had attended for more than three months and twelve had not attended so they could not indicate the duration of the training. A small percentage of teachers had gone for courses which had lasted for between one week and more than one week but less than one month. The duration indicated seems to be short for teachers to acquire necessary knowledge and skills for use in guiding students. Lack of enough duration of training could be a hindrance to proper implementation of career guidance and counselling in schools. Empowering teachers through the provision of appropriate skills is key to effective management of any educational programme (Okumbe, 1998)

Teachers were also asked to indicate how often they attended in-service courses on guidance and counselling. The findings are presented in Table 13.

Table 13 How often teachers attended in-service courses on guidance and counselling

How often	f	%
Rarely	7	33.3
Occasionally	6	28.6
Not at all	5	23.8
Regularly	3	14.3
Total	21	100.0

Table 13 shows that three (14.3%) teachers said that they attended in-service course regularly, six (28.6%) said they attended occasionally, seven (33.3%) said that they rarely attended, and five (23.8%) said they had not attended any in-service course. Majority (57.1%) therefore admitted that they had attended rarely or had not attended at all. They were further asked to rate how adequate the courses that they had attended were. The data is presented in Table 14.

Table 14 Rating the courses attended

Rating of courses	f	%
Somewhat adequate	7	33.3
Adequate	6	28.6
Inadequate	4	19.0
Very inadequate	4	19.0
Total	**21**	**100.0**

Table 14 shows that six (28.6%) teachers said that the courses were adequate, seven (33.3%) said they were somewhat adequate, four (19%) said the courses were inadequate, and four (19%) said they were very inadequate. Majority of the teachers (61.9%) therefore said that the courses were either adequate or somewhat adequate. However a significant number of teachers (38%) said that the courses were either inadequate or very inadequate. Lack of adequate training could be a hindrance to proper implementation of career guidance and counselling in schools. Career counsellors should therefore undergo adequate training to acquire knowledge on various professional and entry requirements and qualifications. (Avent, 1975)

Availability of resources for career guidance and counselling in schools

To answer this research question, the researcher asked the teachers to indicate the place where guidance and counselling services were offered in their schools. The findings are presented in Table 15.

Table 15 Premises where career guidance and counselling services are offered in schools (Career teachers responses)

Place for Guidance and Counselling	f	%
In the guidance and counselling room	7	33.3
In the dining Hall	4	19.0
The head teacher's office	3	14.3
Any classroom	3	14.3
Deputy head teacher's office	1	4.8
In the staffroom	1	4.8
In the Library	1	4.8
In the career office	1	4.8
Total	21	100.0

According to Table 15, seven (33.3%) teachers offered guidance and counselling services in the guidance and counselling room, three (14.3%) offered it in the head teacher's office, one (4.8%) offered guidance and counselling in the deputy head-teachers office, one (4.8%) offered it in the staffroom, three (14.3%) offered it in any classroom, four (19%) offered it in the dining room, one in the Library and one in the career office. Only eight (38.1%) offered career guidance and counselling in appropriate places. The rest (61.9%) offered it in areas which may not be conducive for guidance. From the findings it can be deduced that only a third of the teachers said that guidance and counselling was carried out in the proper place, that it in the guidance and counselling room. This indicates that more than two thirds of the school did not have a proper place for the service.

In the same research question, students were also asked to indicate where career guidance and counselling services were offered in their schools. The findings are presented in Table 16.

Table 16 Premises where guidance and counselling are offered in schools (students responses)

Places where it is offered	f	%
In guidance and counselling rooms	179	53.3
In the dining hall	63	18.8
Outside under trees	42	12.5
In any classroom	27	8.0
The head teachers office	16	4.8
In the staffroom	7	2.1
In deputy HT office	2	.6
Total	**336**	**100.0**

From Table 16, one hundred and seventy nine (53.3%) students said that guidance and counselling services were offered in the guidance and counselling rooms, sixteen (4.8%) said they were offered in the Head teacher's office, two (0.6%) said they were offered in the deputy head teacher's office, seven (2.1%) said they were offered in the staffroom, twenty seven (8.0%) said they were offered in any classroom, sixty three (18.8%) said they were offered in the dining room and forty two (12.5%) said they were offered outside under trees. From the findings only 53.3% students said that the services were offered in conducive places, the guidance and counselling rooms. The rest 46.7% shows that guidance and counselling service were offered in places which are not conducive for guidance.

It is apparent from both the responses of teachers and students, most schools did not have the necessary place for offering guidance and counselling which caused the schools to offer the services in other places. Places such as head teachers and deputy head teachers' office, student may fear because these places create an environment of authority and so the students may not be free to share their feelings. Other places such as the library, dining hall, any class and also outside under trees may not be very appropriate for guidance. From the findings the researcher concluded that most schools did not have special rooms for guidance and counselling which may hinder proper implementation of career guidance and counselling in schools. The findings concur with Chauhan (1982), who argues that the big problem which guidance and counselling services face in higher secondary schools is that they are housed poorly, that there is no separate accommodation provided for those services. Therefore in order to provide effective career guidance and counselling, proper facilities should be availed satisfactorily and may enable them to face the challenge of the day and tomorrow in the society (Chauhan, 1982).

The researcher went ahead to investigate whether there were enough resources availed to the career counsellor to help them offer adequate service and for students to use in career guidance and counselling, teachers were asked to indicate the resources they had in schools. Table 17 presents their responses.

Table 17 Resources for guidance and counsellors

Facilities in the school	f	%
A special room	8	38.1
Career reference materials (e.g. career books/pamphlets)	6	28.6
Non of the above	4	19.0
Recording materials (e.g. files, cabinets)	2	9.5
Audio-visual materials (e.g. career films, video tapes)	1	4.8
Total	21	100.0

Table 17 indicates that eight (38.1%) teachers had a special room in the school for career guidance and counselling, two (9.5%) had a recording materials, six (28.6%) had a career reference materials, one (4.8%) had audio visual materials and four (19%) did not have any resource for guidance and counsellors. The teachers were further asked to indicate other career and guidance facilities available in their schools to give support in career and guidance activities. The responses are presented in Table 18.

Table 18 Other facilities in place for career guidance and counselling

Other facilities in schools	f	%
None at all	14	66.7
No materials provided for G&C	4	19.0
We have a speaker every Wednesday morning	2	9.5
School chaplain	1	4.8
Total	**21**	**100.0**

Table 18 shows that fourteen (66.7%) teachers did not have any other facilities in place for guidance and counselling, four (19%) had no materials provided for the same, two (9.5%) said that they had a speaker every Wednesday morning to speak to students, and one (4.8%) said that there was a school chaplain. Majority of the respondents (85.7%) therefore said that there were no other materials for career guidance and counselling.

Occupational information materials for enhancing career guidance and counselling

Teachers and students were asked to indicate whether their schools provided adequate and relevant occupational information materials to students. From the findings, nine (42.9%) teachers agreed that there were occupational information materials for students against twelve (57.1%) who said that schools did not provide occupational informational materials for students in their schools. When

students were asked the same question, one hundred and fifteen (34.2%) agreed that there were occupational information materials for students against two hundred and twenty one (65.8%) who said that schools did not provide occupational informational materials for students in their schools. Occupational information for students are important in facilitating career guidance and counselling in schools. From the above findings it is apparent that significant number of students did not have occupational information. This could be a hindrance to proper implementation of career guidance and counselling in schools since occupational information holds a very central and important place in careers. (Hayes, 1971). There is need for occupational information services in planning for the future keeping into consideration the needs of the society, educational and vocational opportunities and peoples abilities. It has therefore become very essential for career guidance services in schools to provide maximum occupational services to adolescents in schools which may help them plan for the future about the provision of effective career

Time allocation for career guidance and counselling programmes in schools

The researcher wanted to establish how much time was allocated to career guidance and counselling. Teachers were therefore asked to indicate how much time was allocated for career guidance and counselling in their schools. The data is presented in Table 19.

Table 19 Time allocated for career guidance and counselling

Time allocated	f	%
No time at all	7	33.3
Between 4 pm and 5 pm	7	33.3
Two lessons a week	3	14.3
One lesson a week	2	9.5
Lunch break	2	9.5
Total	**21**	**100.0**

From Table 19, two (9.5%) teachers said that career guidance and counselling was allocated one lesson a week, three (14.3%) said it was allocated two lessons a week, two (9.5%) said it was allocated the lunch break, seven (33.3%) said that it was allocated one hour in the afternoon, between 4 and 5 PM and seven (33.3%) said it was not allocate any time. A significant number of teachers (33.3%) agreed that there was no time allocated for career guidance and counselling in their school.

From the results of Table 19 it is apparent the career guidance and counselling be included in schools time table. The students should know when to seek the services. This view is also in line with those of Glanz (1974) who indicated that in order for career counselling to be more effective, it needs to be an activity for which enough time is allocated and for which counsellors are free of other duties.

To investigate the same issue among the students respondents, they were asked whether the school master time table has time allocate for guidance and counselling. The findings revealed that two hundred and seventeen (64.6%) students said that there was time allocated in the master timetable against a significant number of students, one hundred and nineteen denied. From the findings it was evident that there was time allocated in the master time table for career guidance and counselling though in a good number of cases (35.4%)time was not allocated. Therefore for effective implementation of career guidance and counselling enough time should be allotted for the services. Head teachers should ensure they have provided adequate time by arranging the teaching schedule and non-teaching duties of the career teacher counsellor so that adequate time and acceptance of the programme will be realized (Gitonga, 1999)

Activities developed by teachers in order to effectively provide career guidance and counselling services

The researcher was interested in establishing the activities developed by teachers in order to effectively provide career guidance and counselling services. Teachers were asked to indicate whether career guidance and counselling services in their schools were adequate. Table 20 presents the findings.

Table 20 Activities used to implement career guidance and counselling

Activities	f	%
Guests speakers	8	38.1
Group counselling/discussion	5	23.8
Career talks/debates/exhibitions	3	14.3
Field visits/trips to industries or firms	2	9.5
Career clubs	2	9.5
Referral services	1	4.8
Total	21	100.0

Table 20 shows that five (23.8%) teachers used group counselling discussions, eight (38.1%) used guest speakers, one (4.8%) used referral services, three (14.3%) used career talks, debates and exhibitions, two (9.5%) used career clubs while two (9.5%) used field visits, trips to industries or films. The findings therefore shows that teachers used a variety of activities to implement career guidance and counselling in their schools with majority (38.1%) using guest speakers. Therefore in order for these activities to be successful career teacher need cooperation for all the stakeholders that is other teachers, society e.t.c. According to Wanjohi (2002) there is need for the school to maintain good relationship with the community. It is from the community at large that guest speakers can come from and also referral services can be obtained. Therefore the school head has a duty to enhance a good community relation in order to successfully enhance guidance and counselling programmes (Gitonga, 1999).

Students were asked to indicate the activities used mainly in their schools to promote career guidance and counselling services. The data is presented in Table 21.

Table 21 Activities used to promote career guidance and counselling is schools

Activities used to promote career guidance and counselling is schools	f	%
Career talks, guest speakers and career day	153	45.5
Guest speakers	145	43.2
Career clubs	25	7.4
Not at all	11	3.3
Career day/week	2	0.6
Total	336	100.0

Table 21 shows that one hundred and fifty three (45.5%) students said that their schools used career talks, guest speakers and career days to promote guidance and counselling in schools, one hundred and forty five (43.2%) said their schools used guest speaker, twenty five (7.4%) said their schools used career clubs, two (0.6%) said their schools used career day or week and eleven (3.3%) said their schools did not provide any activity to promote career guidance and counselling. From the findings above it is clear that schools use a variety of activities to promote career guidance and counselling in schools. These various methods used are important since they help to present occupational data to orient students to vocational planning process (Chauhan, 1982)

Other career guidance activities

Other questions were used to supplement information for research question on activities developed in schools. For example, on the question of whether schools had follow-up programmes for their graduates, only two (9.5%) teachers said Yes while nineteen (90%) denied. When the teachers were asked whether their schools conducted appraisal of students through standardised tests, majority of them, twelve (57.1%) said No while only nine (42.9%) agreed.

From the above responses, the researcher concluded that schools in Vihiga District lacked important career activities i.e, follow-up programmes and appraisal of students. Therefore this could be a hindrance to provision of effective career guidance and counselling services in schools. This is reflected by the fact that, majority of teachers twelve (57.1%) were of the view that career guidance services in their schools are inadequate compared to nine (42.9%) who indicated that the services are inadequate.

Ways that provision of career guidance and counselling help to deal with students' educational/vocational problems

The researcher wanted to establish ways that provision of career guidance and counselling help to deal with students' educational/vocational problems. He therefore asked teachers to indicate the important ways in which career guidance

and counselling has been beneficial in dealing with students educational/vocational problems in the schools. The data is presented in table 22.

Table 22 Ways in which career guidance and counselling is beneficial in dealing with students educational vocational problems

Ways in which career guidance and counselling is beneficial in dealing with students educational vocational problems	f	%
Improving academic performance, increasing career awareness level	8	38.1
Help students to set goals and make good subjects choices	7	33.3
Improves performance, creating awareness in students career choice	4	19.0
Has moulded behaviour of students	2	9.5
Total	**21**	**100.0**

From Table 22 four (19%) teachers said that career guidance and counselling has been beneficial in dealing with students educational and vocational problems in that it has helped in improving performance and has created awareness in students' career choice. Eight (38.1%) said it had improved students academic performance and has increased career awareness level, seven (33.3%) said it had helped students to set goals make good subjects choices and two (9.5%) said that it had moulded students behaviour.

Students were further asked to indicate ways in which career guidance and counselling services has helped them in dealing with their educational/vocational problems. The data is presented in table 23.

Table 23 Ways in which career guidance and counselling services has helped them in dealing with their educational/vocational problems

Ways in which career guidance and counselling services has helped them in dealing with their educational/vocational problems	f	%
It has enabled me to study in a focus way	97	28.9
It guides us to study well	61	18.2
Has helped me mould behaviour	56	16.7
Has helped me know the various fields I can venture in	53	15.8
Has helped me identify my career	40	11.9
Has helped me to know how to choose subjects	29	8.6
Total	**336**	**100.0**

Table 23 shows that sixty one (18.2%) students said that career guidance and counselling had helped them study well, ninety seven (28.9%) said it has helped them study in a more focused way, fifty six (16.7%) said that it has helped them mould their behaviour, forty (11.9%) said that it has helped them know the various fields they can venture into in the future and twenty nine (8.6%) said that career guidance and counselling has assisted them know how to choose subjects in school. Majority were therefore of the opinion that it has enabled them study in a more focused way. The career guidance and counselling programme cannot

flourish if it does not gain support of the beneficiaries who are the students. The students can give support through utilizing the services provided and they can only do that if they are aware of the benefits it will give them in their academic and vocational challenges. It is therefore necessary to keep before the students the purpose of counselling, to continue not only instructing them concerning the type of help given but also how to avail themselves for it. (Moser, 1963)

Extent to which parents are involved in career guidance and counselling in schools

Teachers were asked to indicate ways in which parents and the community are involved in career guidance programme in schools. The data is presented in Table 24.

Table 24 Ways in which parents and the community are involved in career guidance programme in schools

Ways in which parents and the community are involved in career guidance programme in schools	f	%
Inviting parents employees and professionals to give talks	12	57.1
Inviting parents to participate in career days, career conferences	5	23.8
None at all	3	14.3
Requested for funds and supplies needed for career programme	1	4.8
Total	21	100.0

From Table 24 twelve (57.1%) teachers said that parents and community were involved in that they were invited as employees and profession to give talks to the students. Five (23.8%) said that some parents were invited to participate in career

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day and for career conferences, one (4.8%) said that they were involved when they were asked to give funds and supplies needed for career programmes and three (14.3%) said that parents were not involved at all. The findings reveal that parents were involved to some extent in career guidance of the students where many were involved in being invited to give talks on career to students. In order to promote effective provision of career guidance and counselling in schools relationship of parents, teachers and the community should be enhanced Parents are vital for the success of the programme. Parents are cited in many areas as by far the most important source of help to students during their educational and vocational choices (Reid, 1974). Therefore schools should continue to tap into this resource. It is also upon the head teacher to build relationship with the community professional and to promote interaction between students, teachers and professionals (The Global Counselling Centre, 2002).

Students were also asked whether their schools involved parents in career guidance. From their responses, one hundred and ninety six (58.3%) said yes while one hundred and forty said no. Most therefore agreed that their parents were involved in career guidance of students. From the findings above, it is apparent that career guidance and counselling has a top priority with parents. Continuing and further assistance appears to be needed and a collaborative effort between schools and families could help meet the need. According to Chauhan (1992)

provision of relevant information about students by parents is not enough. Active cooperation and participation in the process of career guidance is very essential.

They were further asked to indicate whether they discussed with their parents on career matters. The results revealed that, two hundred and ninety nine (89%) students said yes while only thirty seven (11%) said no. It is apparent therefore that students discussed career matters with their parents. It is important that the career guidance process continues even when students are at home. To many parents, helping their children choose a career is their second most pressing concern hence they are most frequently the major influence on their children's choice (Reid, 1974). Therefore it is important that parents should not impose certain careers on their children but leave them to make final decision.

Factors that hinder proper implementation of career guidance and counselling is schools

To answer this research question, teachers were asked to indicate factors that hindered their performance as career and guidance teachers in schools. The data is presented in Table 25.

Table 25 Factors that hinders performance of career teachers

Factors that hinders performance of teachers career teacher	f	%
Lack of training in career guidance and counselling skills	8	38.1
Lack of appropriate career guidance and counselling resources	8	38.1
Lack of support from the head teacher	4	19.0
Lack of support from teachers	1	4.8
Total	21	100.0

From Table 25, eight (38.1%) teachers said that they experienced lack of training in career guidance and counselling skills, four (19%) said that there was lack of support from the head teacher, eight (38.1%) said that they experienced lack of appropriate career guidance and counselling resources and one (4.8%) said there was lack of support from other teachers. From the findings above, it is apparent that the issue of training, resources and support for the career guidance programme need to be addressed urgently.

According to Amukoa (1984) the most common factor affecting the implementation of guidance and counselling in schools is lack of training. This is because for many years guidance and counselling in school has been rendered ineffectively mainly due to lack of trained teacher counsellors (Republic of Kenya, 1976). Teachers need to be trained and retrained regularly in order for them to provide effective career services to their students. Head teachers should also provide adequate resources to be utilized for career guidance services. All the staff

including the head teachers, should cooperate with and support the career teacher

in enhancing effective provision of career guidance and counselling programme in

the schools (Republic of Kenya, 1977)

They were further asked to state problems that hindered career guidance and

counselling services in schools. The data is presented in Table 26.

**Table 26 Problems that hinder career guidance and counselling services in
schools**

Problems that hinder career guidance and counselling services in schools	f	%
Lack of adequate time, funds and resources	9	42.9
The students not willing to open up and were not cooperative	6	28.6
Lack of parental support	2	9.5
Laxity from the administration and parents	2	9.5
Inadequate information on guidance and counselling	1	4.8
Large unmanageable numbers of students	1	4.8
Total	21	100.0

From Table 26 nine (42.9%) teachers said that there was lack of adequate time,

funds and resources, six (28.6%) said that the students were not willing to open up

to them and there was lack of finances, two (9.5%) said there was lack of parental

support, two more (9.5%) said there was laxity on the side of administration and

parents, one (4.8%) said that there was inadequate information on guidance and

counselling and one (4.8%) said that there were large unmanageable number of

students. Lack of adequate time, funds and resources were the major problems that hindered career guidance and counselling services in schools It is prerogative of the head teacher to provide free time to teacher counsellor in order for them to give effective to students. (Global Counselling Centre, 2003). The head teacher should also take the lead to look for funds and other resources that will enhance the success of the career guidance programme in the school. Students support to the programme is also crucial since the attitude held by students towards seeking help determines how effectively counselling resources are used. Students were also asked to indicate problems facing guidance and counselling services in school. The data is presented in Table 27.

Table 27 Problems facing guidance and counselling services in school

Problems are facing guidance and counselling services in school	f	%
No materials and resources	113	33.6
Untrained and inadequate personnel	80	23.8
Not adequate time, has been poorly scheduled and disorganized sessions	66	19.7
Students do not follow instructions	63	18.8
Some parents want their children choose what parents want	10	3.0
It is not offered often	2	0.6
No problems	2	0.6
Total	**336**	**100.0**

From Table 27, sixty three (18.8%) said that students did not follow instructions, one hundred and thirteen (33.6%) said that there were no resources, eighty

(23.8%) said there were inadequate and untrained personnel, ten (3.0%) said that some parents wanted their children to take what parents wanted, two (0.6%) said it was not offered often, sixty six (19.7%) said there were no adequate time, it was poorly scheduled and sessions were disorganized, two (0.6%) said there were no problems. Lack of materials and resources was therefore a major hindrance facing career guidance and counselling services in schools. From the findings above, it is apparent that all these problems need to be addressed quickly in order to provide adequate and effective career guidance services to students in schools.

Ways that teachers can use to improve career guidance and counselling programmes in schools

Teachers were asked indicate a combination of factors that would be best put in place to improve career guidance and counselling services in their schools. The data is presented in Table 28.

Table 28 Combinations of factors would be best put in place to improve career guidance and counselling services in schools

Factors would improve career guidance and counselling services in your school	f	%
Training teachers and allocation of adequate time for career Guidance	12	57.1
Provision of a special room and allocation of time for career guidance and counselling	5	23.8
Provision of placement services and follow-up activities of students should be done	3	14.3
Provision of occupational information, materials & appraisal of student	1	4.8
Total	21	100.0

From Table 28, twelve (57.1%) teachers said that teachers should be trained and that career guidance should be given time adequate time, five (23.8%) said that special rooms and time for guidance and counselling should be provided, one (4.8%) said that occupational information, materials and appraisal of students should be provided, three (14.3%) said that placement services and follow-up activities should be done.

From Table 28, it is apparent that in order to improve the provision of effective career guidance and counselling services in schools, training of teachers, allocation of adequate time for career guidance services and provision of facilities e g special

room are major factors that need to be put in place in each school. Career counsellors should undergo training to acquire necessary knowledge and skills to perform their duties effectively (Avent, (1975). Head teachers have to provide adequate time by arranging the teaching schedule and non-teaching duties of the teacher counsellor so that adequate time and acceptance of the programme will be realized. (Gitonga, 1999). Lastly provision of special room or office is vital since a counsellor needs it to meet the clients privately. This is because it is unlikely that students will reveal their deepest, most personal problems within if the place they are in does not provide privacy.

Teachers were further asked to give suggestions for improving effective implementation of career guidance and counselling services in schools. Table 29 presents the data.

Table 29 Suggestions for improving effective implementation of career guidance and counselling services in schools

Suggestions for improving effective implementation of Career Guidance and Counselling services in schools	f	%
MOEST should send more guidance and counselling teachers to schools	6	28.6
Teachers should be involved in research related to guidance and counselling	5	23.8
More teachers should be trained in the field	3	14.3
Guidance and counselling teacher should have less teaching load	2	9.5
Provision of resources and materials	2	9.5
Experienced people should be invited to talk	1	4.8
There should be linkages with Universities	1	4.8
More time should be provided for guidance and counselling	1	4.8
Total	21	100.0

From Table 29 five (23.8%) said that teachers should be involved in research related to career guidance and counselling, six (28.6%) said that the Ministry of Education should send more guidance and counselling teachers to schools, two (9.5%) said that career guidance and counselling teachers should be given less teaching load, one (4 8%) said that experienced people should be invited to schools to talk about career, three (14.3%) said that more teachers should be trained in the field, one (4.8%) said that there should be linkages with universities, two said that there should be provision of resources and materials and one said that more time should be provided for guidance and counselling. Most of the teachers

suggested research and provision of more guidance and teachers to schools as a way of improving career guidance and counselling in schools. The idea of posting more qualified trained professional counsellor to schools is very important for the Ministry of Education to address. This is because it is very rare to find a full time professional counsellor attached to the guidance and programmes in schools; in most cases a teacher is released from part of his duties to play the counselling role. (Amukoa, 1984)

Students were also asked to suggest ways of improving guidance and counselling services in schools. Table 30 presents the data.

Table 30 Ways to improve career guidance and counselling services in schools

Ways to improve career guidance and counselling services in your schools	f	%
Materials and resources should provided	97	28.9
More information should be provided to us	56	16.7
More time should be allocated to guidance and counselling	51	15.2
Cooperation between teachers and students should be encourage	27	8.0
Exhibitions should be encouraged	25	7.4
Experts should be invited to talk to us	20	6.0
There should be career clubs in schools	17	5.1
It should be compulsory in schools	15	4.5
Students should be explained the importance of Career Guidance and Counselling	12	3.6
Students should be encouraged to consult experts and teachers	6	1.8
There should be Career library in schools	10	3.0
Total	336	100.0

Table 30 shows that fifty six (16.7%) students said that more information on guidance and counselling should be provided to them, ninety seven (28.9%) said that materials and resources should be provided, fifty one (15.2%) said that more time should be allocate to guidance and counselling, twenty seven (8%) said that cooperation between teachers and students should be encouraged, twenty (6%) said that experts should be invited to talk to student, twenty five (7.4%) said that there should be exhibitions, fifteen (4.5%) said that guidance and counselling

should be compulsory in school, six (1.8%) said that students should be encouraged to consult experts and teachers, seventeen (5.1%) said that there should be career clubs in schools, twelve (3.6%) said that students should be explained the importance of career guidance and counselling and ten (3%) said that there should be a career library in schools.

From the findings above, it is apparent that the things that students hold as key to improve career guidance services in schools mainly include adequate and relevant occupational information materials, adequate provision of resources and lastly adequate time for career guidance and counselling services. As established above occupational in information holds a very central and important place in careers (Hayes, 1971) hence provision of adequate information to students and other resources will enhance proper career guidance and services in schools.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter summarizes the findings of the study and presents conclusions and recommendations.

Summary

The purpose of this study was to investigate factors hindering implementation of career guidance and counselling in public secondary schools in Vihiga District, Western Province. Six research questions were formulated to guide in the study. Research question one sought to assess the teachers attitudes towards being assigned career guidance and counselling responsibilities, research question two sought to establish how training and skills of teacher counsellors was a hindrance to effective implementation of career guidance and counselling in schools, research questions three sought to assess how availability of resources for career guidance and counselling in schools effected proper implementation of career guidance and counselling in schools,

Research question four sought to asses how time allocation for career guidance and counselling programmes in schools affected career guidance in schools, research question five sought to determine the activities developed by teachers in

order to effectively provide career guidance and counselling services and research question six sought to identify factors that hinder proper implementation of career guidance and counselling in schools.

The review of the literature focused on the historical development of guidance and counselling, the concept of guidance and counselling, the scope of career guidance services in Kenyan secondary, the need for career guidance and counselling in Kenyan schools, theories of career development and their implications to career guidance in schools and occupational information in career guidance. Also looked at are placement services in career guidance, the functions of career guidance in schools, the role of parental and community involvement in career guidance in schools.

Data was collected through two set of questionnaires for students and Career teacher counsellors. The questionnaires had both open and close ended questions. The data gathered was analysed in frequencies and percentages. The findings revealed that :-

- A significant number of teachers were unwilling towards being assigned responsibility of being career teacher counsellor could be a hindrance towards effective implementation of career guidance and counselling programmes in schools.

- Lack of training in career guidance and counselling was a hindrance to proper implementation of career guidance counselling programme in schools.

- Lack of enough duration of training was a hindrance to proper implementation of career guidance and counselling in schools.

- That most schools did not have special rooms for guidance and counselling which hindered proper implementation of career guidance and counselling in schools.

- Lack of occupational information to the students was a hindrance to proper implementation of career guidance and counselling in schools.

- Lack of adequate time, funds and resources were the major problems that hindered career guidance and counselling services in schools

- Lack of follow-up and appraisal programmes for students who complete schools was a hindrance to proper implementation of career guidance and counselling to schools.

- That parents were involved to some extent in career guidance of the students where many were involved in being invited to give talks on career to students.

Conclusions

Based on the findings, it was concluded that there were various factors which hindered proper implementation of career guidance and counselling in schools.

Therefore there is need for addressing those factors to ensure that career guidance and counselling was well implemented in schools.

Recommendations

In the light of the research findings the researcher wishes to make the following recommendations:

i.   That all teachers charged with responsibility of career guidance and counselling should undergo training before they are assigned that duty.

ii.   That career guidance and counselling should be given enough time in the schools time table.

iii.   That the Ministry of Education should put mechanism in place to provide regular in service training in guidance and counselling to school teachers.

iv.   That resources, time and funds should be allocated to schools to enhance proper implementation of career guidance and counselling programmes.

v.   That there should be appraisal of students while still in school and follow up programmes should be provided to school leavers.

vi.   That standardized tests should be made affordable and readily available to all schools by the government and its agencies for the purpose of appraising students potentialities.

Suggestions for further research

Taking the limitations and delimitations of the study, the researcher makes the following suggestions for further research:

i. The role of career teacher counsellors in career guidance and counselling in schools.

ii. Effects of career guidance and counselling on students' choice of career.

iii Students perception on career guidance and counselling services in schools.

iv. The status of career guidance and counselling in public secondary schools in Kenya.

v. The extent of parental involvement in career guidance programmes in Kenyan schools.

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APPENDIX ONE

QUESTIONNAIRE FOR GUIDANCE TEACHERS

Introduction

Welcome and thank you for sparing time to fill this questionnaire. This questionnaire is divided into two sections. Please complete each section as instructed. Do not write your name or any other form of identification on the questionnaire. All the information in this questionnaire will remain confidential and will not be used whatsoever against you.

Section A: Biographical Data

For question (1 – 9) put a tick [√] in the box against your chosen response.

1. Type of School.

   (a) Girls School.. ☐

   (b) Boy's School..................................... ☐

   (c) Mixed school.................................... ☐

3. State your gender

   Male ☐ Female ☐

4. What is your professional qualification?

   (a) Diploma.. ☐

   (b) Graduate (B. Ed)............................... ☐

   (c) BA/ B Sc with PDGE........................ ☐

   (d) Masters degree (M. Ed)..................... ☐

5. State your teaching experience

   (a) 1 – 5 years.. ☐

   (b) 6 – 10 years .... ☐

(c) 16 – 19 years .... ☐

(d) 20 years and over .... ☐

6. Do you act as a career teacher/counsellor?

Yes ☐ No ☐

7. If your response in 6 is yes, how long have you held this responsibility?

(a) 1 – 2 years .... ☐

(b) 2 – 3 years .... ☐

(c) 3 – 4 years .... ☐

(d) More than 4 years .... ☐

8. Have you undergone any training/in-service course in guidance and counselling?

Yes ☐ No ☐

9. If your answer to question 8 above is yes, how long was the duration of training/in-service course?

(a) One week .... ☐

(b) More than one week .... ☐

(c) One Month .... ☐

(d) Two months .... ☐

(e) More than 3 Months .... ☐

Section B

Please place a Tick [√] against the response of your choice for the questions listed below.

1. In your opinion, are career guidance and counselling services in your school to students adequate?

Yes ☐ No ☐

2. What are teachers' response towards being assigned career guidance and counselling duties in your school?

(a) Most willing .... ☐

(b) Willing.. ☐

(c) Indifferent.. ☐

(d) Unwilling.. ☐

3. Are all pupils in your school informed about the importance of career guidance and counselling services?

(a) Certainly .... ☐

(b) Rarely .... ☐

(c) Not sure .... ☐

(d) Not at all... ☐

4. Which one of the following educational/vocational problems in order of seriousness, affect pupils most in your school? Tick [√] only one.

(a) Absenteeism .... ☐
(b) Push out/dropout.. ☐

(c) Repetition .... ☐

(d) Poor studying habits .... ☐

(e) Poor subject choices .... ☐

(f) Poor career choices.. ☐

5. How much time is allocated for career guidance and counselling in your schools?

(a) One lesson a week.. ☐

(b) Two lessons a week .... ☐

(c) Lunch break... ☐

(d) Between 4 p.m. and 5 p.m... ☐

(e) No time at all.. ☐

6. Which ONE of the following resources does your school have for career guidance and counselling use?

   (a) A special room.. ☐

   (b) Recording materials (e g. files, cabinets)................................. ☐

   (c) Career reference materials (e g. career books/pamphlets)......... ☐

   (d) Career library.. ☐

   (e) Audio-visual materials (e g. career films, video tapes)............. ☐

   (f) None at all.. ☐

7. What other career guidance and counselling facilities are available in your school to give you support in career guidance activities?..

   ....

   ....

8. Where is career guidance and counselling services offered in your school?

   (a) In the guidance and counselling room..................................... ☐

   (b) The headteacher's office.. ☐

   (c) Deputy headteacher's office.. ☐

   (d) In the staffroom... ☐

   (e) Any classroom.. ☐

   (f) Any other place (Specify)... ☐

9. Does your school have a follow-up programmes in place for its graduates (school leavers)?

   Yes   ☐   No   ☐

10. Does your school provide adequate and relevant occupational information materials to students?

    Yes   ☐   No   ☐

11. Does your school conduct appraisal of students through standardised tests?

Yes ☐   No ☐

12. Which ONE of the following activities is used mainly in your school to implement career guidance and counselling?

(a) Group counselling/discussion .... ☐

(b) Guest speakers .... ☐

(c) Referral services... ☐

(d) Career talks/debates/exhibitions .... ☐

(e) Career clubs... ☐

(f) Self-assessment exercises .... ☐

(g) Field visits/trips to industries or firms....................... ☐

(h) Career day/week .... ☐

(i) Occupational sampling... ☐

13. Which other activities not mentioned in 12 above is in place to effectively implement career guidance and counselling?

....

....

....

....

14. Which ONE of the following ways of involving parents and the community in career guidance programme is in place in your school?

(a) Inviting employees and professionals

to give talks.. ☐

(b) Inviting parents to participate in career

days, career conferences, career exhibitions held in school . ☐

(c) Referral of students to referral agencies in the community

for assistance..☐

    (d) Requesting parents and the community to provide funds,

       facilities and supplies needed for the career programme   ☐

    (e) None at all ....☐

15. Which of the following tools/techniques is used for career guidance and counselling in your school?

    (a) Counselling records ....☐

    (b) Standardised tests...☐

    (c) Occupational information...☐

    (d) Observational technique..☐

16. How often do you attend in-service courses on guidance and counselling?

    (a) Regularly ....☐

    (b) Occasionally...☐

    (c) Rarely..☐

    (d) Not at all...☐

17. How would you rate courses you have attended in guidance and counselling?

    (a) Adequate..☐

    (b) Somewhat inadequate...☐

    (c) Inadequate ....☐

    (d) Very inadequate..☐

18. How often does your school participate in guidance and counselling activities organised by the Ministry of Education?

    (a) Always...☐

    (b) Occasionally...☐

    (c) Rarely..☐

(d) Not at all... ☐

19. What are the important ways in which career guidance and counselling has been beneficial in dealing with students' educational/vocational problems in the school?..

....

....

....

20. (a) In your opinion, which ONE of the following factors hinders most, the performance of your work as a career teacher? Tick [√] only ONE factor.

(a) Lack of training in career guidance and counselling.................. ☐

(b) Lack of support from the headteacher... ☐

(c) Lack of appropriate career guidance and counselling resources ☐

(d) Lack of support from teachers... ☐

(e) Lack of adequate occupational information................................ ☐

(f) Lack of parental and community involvement and support........ ☐

(b) State other problems that hinder career guidance and counselling services in your schools...

....

....

21. Which ONE of the following combination of factors would be BEST put in place to improve career guidance and counselling services in your school?

(a) Training teachers and allocation of career guidance time................. ☐

(b) Provision of a special room and allocation of career

guidance and counselling time .... ☐

(c) Provision of occupational information materials and

appraisal of students.. ☐

(d) Training of teachers and availability of referral services................. ☐

(e) Provision of placement services and availability of

student follow-up activities.. ☐

22. State ANY other suggestions you consider useful in improving effective implementation of career guidance and counselling services in your school?.........

....

....

....

....

THANK YOU VERY MUCH FOR YOUR CO-OPERATION

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APPENDIX TWO

QUESTIONNAIRE FOR STUDENTS

Introduction

The purpose of this questionnaire is to gather information that would help improve

career guidance and counselling services for the benefit of the students. The more

honest your responses are, the more it will help us achieve the purpose.

This is not a test and only honest answers are the right ones. Your identity is not to

be revealed and all the responses will be treated with strict confidence. In filling

the questionnaire, work independently while following the instruction given for

each section.

Section A: Biographical Data

Put a tick [√] in the box next to the response of your choice.

1. Your sex

    (a) Male .... ☐

    (b) Female .... ☐

2. Your age .... Years

3. Type of your school

    (a) Boys' school .... ☐

    (b) Girls' school .... ☐

    (c) Mixed school .... ☐

Section B: Information about Career Guidance

Please put a tick [√] in the box to the response that describes your position and supply your answers in the questions required to do so.

1. Are you aware of the existence of career guidance and counselling services in your school?

    Yes   ☐   No   ☐

2. Does your school have a teacher(s) in charge of career guidance and counselling services?

    Yes   ☐   No   ☐

3. (a) Do you think career guidance and counselling services in your school meets your expectations or is adequate?

    Yes   ☐   No   ☐

    (b) Give at least three reasons for your position in 4 (a) above

    (i) ....

    (ii) ....

    (iii) ....

4. (a) Does the school master timetable have time allocated to career guidance and

    counselling?

    Yes   ☐   No   ☐

5. Has your school provided a forum for the students to discuss their educational problems?

    Yes   ☐   No   ☐

6. Has your school organised any sessions for you to discuss the following problems? Indicate YES or NO

    Career and vocational choice   Yes ☐   No ☐

    Choice of university and degree programmes   Yes ☐   No ☐

7. Do you know the assistance available to you from the career guidance and counselling department?

Yes ☐ No ☐

8. Where is career guidance and counselling services offered in your schools?

(a) In the guidance and counselling room.................................☐

(b) The headteacher's office...☐

(c) Deputy headteacher's office..☐

(d) In the staffroom..☐

(e) Any classroom..☐

(f) Any other place (Specify)..

9. What resources are available to you for career guidance and counselling in your school?

(a) A special room...☐

(b) Recording materials (e.g. files, cabinets)...........................☐

(c) Career reference materials (e.g. career books/pamphlets).....☐

(d) Career library...☐

(e) Audio-visual materials (e.g. career films, video tapes).........☐

(f) None at all...☐

10. Does your school provide to students, adequate and relevant occupational information materials?

Yes ☐ No ☐

11. Which of the following activities is used mainly in your school to promote career guidance and counselling services?

(a) Career talks/debates/exhibitions....................................☐

(b) Guest speakers..☐

(c) Career clubs...☐

(d) Field visits/trips to industries and firms .... ☐

(e) Career day/week .... ☐

(f) None at all .... ☐

12. (a) Does your school involve your parents in career guidance activities?

      Yes   ☐   No   ☐

  (b) Has your parents ever discussed with you or guide you on career matters while at home?

      Yes   ☐   No   ☐

13. How would you, in your opinion, rate the interest that your parents have in your education?

(a) Very interested .... ☐

(b) Partly interested .... ☐

(c) Disinterested .... ☐

14. Have you ever received career guidance and counselling in conjunction with your subject choices?

      Yes   ☐   No   ☐

15. Is career guidance and counselling of any importance to you in schools?

      Yes   ☐   No   ☐

16. In what ways is career guidance services help you in dealing with your education/vocational problems. ....

....

....

....

17. What problems are facing career guidance and counselling services in your school? ....

....

....

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY

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MOEST 13/OO1/35C 295/2

20th June, 2005

Esau Boniface Nyonga
University of Nairobi
P.O. BOX 30197
NAIROBI

Dear Sir

RE: RESEARCH AUTHORIZATION

Following your application for authority to conduct research on "Factors that hinders effective implementation of career Guidance and Counseling in Public Secondary Schools in Vihiga District".
I am pleased to inform you that you have been authorized to conduct research in Vihiga District for a period ending 30th September, 2005.

You are advised to report to the District Commissioner and the District Education Officer Vihiga District before embarking on your research project.

It is noted that the research is a requirement in part fulfillment for the award of M.Ed Degree of University of Nairobi.
Upon completion of your research project, you are expected to submit two copies of your research findings to this Office.

Yours faithfully

B.O. ADEWA
FOR: PERMANENT SECRETARY

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