

**STUDENTS' ACCESS TO CAREER GUIDANCE AND
COUNSELLING IN SECONDARY SCHOOLS IN KAKAMEGA
DISTRICT, WESTERN PROVINCE**

**UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION
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BY

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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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This research project has been submitted for examination with my approval as university supervisor



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Dedication

I dedicate this work to my parents Mr. and Mrs. James Achungo and my son James Arthur. Their love, support, patience, encouragement and understanding gave me the will and determination to complete my post-graduate studies.

Abstract

The purpose of this study was to investigate students' access to career guidance and counselling in secondary schools in Kakamega District. The study also sought to determine the importance of career guidance and counselling to students, and establish whether career teachers are trained to guide and counsel students. The study further sought to establish the problems that hinder the provision of career guidance and counselling services in Secondary Schools.

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The literature review was organized under various sub-headings: These were the concept of guidance and counselling, scope of career guidance and counselling programmes in Schools, placement, career guidance and counselling in Schools, Theories of career guidance and counselling and their implication for career guidance, occupational information in guidance, functions of career and educational guidance, theoretical and conceptual framework and finally – the family environment and its influence on career aspirations and expectations of both males and females.

The study used survey research design. Two sets of questionnaires were designed by the researcher and validated by lecturers in the Department of Educational Administration and Planning of the University of Nairobi. The instruments' reliability was found to be 0.78 for the students' questionnaire. Random Sampling Technique was used in selecting the study sample. The sample consisted of twelve teachers and 377 students. The questionnaire return rate was 87.8 percent.

It was hypothesized that: There is no significant relationship between students' access to career counselling and their career and educational aspirations; There is no significant

differences in the academic achievement of students who have access to career counselling and those who do not and; There is no significant difference in career aspirations between Boys and Girls.

A two-tailed t-test and Pearson Product Moment Correlation Coefficient was used to test one hypothesis and Chi-Square test was used on two hypotheses. The t-test and Pearson product moment correlation coefficient was used to test for significant differences between the academic achievement of students who have access to career counselling and those who do not. Chi-Square test was used to test for significant relationship between students' access to career counselling and their career and educational aspirations; and to also test for significant difference in career aspirations between boys and girls.

The study established that there was no significant relationship between students' access to career counselling and their career and educational aspirations. In addition, the study showed that there is no significant difference in career aspirations between Boys and Girls. However, significant difference was found between the academic achievement of students who have access to career counselling and those who do not.

The analyzed data also revealed that the guidance and counselling unit of the Ministry of Education was doing little in organizing seminars and workshops to acquaint career teachers on matters pertaining to career guidance and counselling and in providing necessary resource materials for career guidance and counseling purposes. It was established that the success of career guidance and counselling was mainly hindered by the teachers' negative attitude, lack of information for career teachers and lack of training in career guidance and counselling skills.

The study came up with four recommendations first; That secondary school education mainly concentrates in academic learning which should be followed by post-secondary Vocational Training. Consequently, teachers must be given information about Post-Secondary institutions and the requirements for joining them. Secondly, it was recommended that career teachers be trained and oriented in career guidance and counselling objectives and techniques through in-service courses, workshops and Seminars. Thirdly, it was recommended that facilities and resource materials such as reference books, career guideline booklets, videotapes and other correspondences should be made available in schools. Finally, the study recommended that time for career counselling be tabled so that teachers take it with the seriousness it deserves.

The following suggestions were made for further research. A longitudinal research be carried out on effects of career guidance and counselling on students' occupation choice and working life. Further research be conducted on students' perception of how career teachers handles students' vocational and educational needs. Further research be conducted on career guidance and counseling and manpower placement.

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CHAPTER ONE

INTRODUCTION

Background of the study

In Kenya, education has been given prominence both as a basic human right and as a prerequisite for an individual's upward social mobility and for national development. Education, it is believed, equips an individual with the knowledge and skills required to occupy particular occupations and hence execute the duties associated with those occupations. It would rightly follow that the ability of people to secure valued careers is determined by their academic meritocracy. 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 become fierce, choice of subjects, degrees and career is also becoming the most important decision a student has to make in his or her life.

The provision of career guidance and counselling in Kenyan secondary schools is necessitated by great changes in society and the world at large, and has become more complex than ever before. Automation and recession, for example, have forced many people into early retirement and retrenchment, resulting in unemployment. The rate of technological change, and the isolation of young people from possibilities for employment, have created problems in occupational choices. Many students are 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 to them. This ignorance leads to unrealistic career aspirations. There is, therefore, a need to assist students to have a more realistic career expectation (Module 1, Guidance UNESCO, February 2000, Mutie and Ndambuki, 1999)

In Kenyan secondary schools situation, not all students experience career guidance and counselling. The education provided does not inform students of the level of jobs to which they have access to, or the standard of living they offer, Professor Chacha noted that:

“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 and guidance teachers go out of their way to diagnose the problems afflicting learners.” (Daily Nation, May 31, 2000, p.8).

The report of the National Committee on Educational Objectives and Policies (Republic of Kenya, 1976) (Gachathi Report) observed that the guidance and counselling services of the Ministry of Education were not being carried out effectively. The report lamented that guidance and counselling services had been left to teachers who were not only ill-equipped for the job but had other heavy duties to attend to. The report therefore recommended that head teachers should assign a member of staff to be responsible for guidance and counselling, and 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.

In the reports of the national training workshop on *Planning and Programming of Educational and Vocational Guidance and Counselling Services*, held at the Government Training Institute - Mombasa (1981) and in Republic of Kenya (1977), it was noted that most career teachers/counsellors' duties were limited to helping students, especially school leavers, fill university application forms. The fact that career guidance and counselling is limited mainly to Form 4s and only in third term while they are filling university forms, suggest that there is no career guidance and counselling in secondary schools. Hamblin (1974, p. 253) stresses that there is little place for the conception of vocational choice as a simple event restricted to a limited amount of time. Shertzer and Stone (1966) and Hamblin (1974) stated that if career guidance and counselling services are to develop students in all ways, it should start as early as possible in their school lives and it should also provide for all students.

The question of access to career guidance and counselling continues to attract the attention of education policy makers, sponsors, parents, teachers, scholars and researchers. Dr Kenneth Kambona, Nairobi (Jan 17, 2004 p. 8), in an article in the East African Standard, *Career choice: Why Ministry of Education should guide students*, says:

“Matters of career are family inclined and parents influence a great deal what the children end up becoming, however, the Ministry of Education should take career counselling more seriously to focus on emerging disciplines which greatly influence the path and pace of our development. Let our children be well informed in order to b

their ambitions on disciplines from where they would serve our country more effectively.”

In Kenya, the Ministry of Education realised the importance of career counselling and came up with a handbook for career counselors (Republic of Kenya, 1973). The handbook is intended to provide information to school career counselors to enable them understand each school child as an individual in order to guide him,

1. To discover himself in terms of his intellectual abilities.
2. To evaluate himself and work towards personal development and self-actualization
3. To choose a vocation for which he has the necessary potential and ability to master and succeed.
4. To prepare for relevant higher education

The Vice Chancellor of the University of Nairobi was quoted by Aduda in the Daily Nation, June 21, 1997, p 8 saying that:

“Lack of proper career guidance in school is taking its toll on university admissions...about one third...30,000 of nearly 100,000 of students applying for university admission annually fail to get placement because of unsuitable subject combination and poor career choice”

This means that teacher counselors are not well informed on careers available, career requirements and educational opportunities.

Due to the major discipline problems that have penetrated the school system, schools have concentrated more on psychological guidance and counselling to help students adjust socially to the school system and have neglected the important part of career guidance and counselling, and in some cases, students do not seek counselling services. Hence this study which seeks to examine students' access to career guidance and counselling in secondary schools in Kakamega District, Western Province of Kenya.

Statement of the problem

The student enrollment in secondary schools has expanded tremendously. With this increasing number of students and the increasing number of schools, teachers are complaining of overcrowding in classrooms and pressure of work shouldered on them. Students come from either rich, poor or average homes. This means that their environmental background are different - hence there is need to have a situation whereby the mental abilities and aptitudes of each student are identified early enough to enable the school give that learner the most appropriate education training, so as to develop his/her special talents to the maximum. Clearly, there are schools and behavioral factors that influence academic achievement gain. However, the process by which students are differentially exposed to those school factors and encouraged in school related behavior is less well understood – for instance, how a student is “mapped” to a particular set of academic experiences.

The Teachers Service Commission (TSC) Secretary, Ongwae,(2003), noted that poor career guidance among secondary school students stifle full exploitation of their academic potential in tertiary institutions. He said that most secondary school students do not understand the key elements of careers when making choices. He added that they find it difficult to excel in their chosen careers when they advance to higher institutions because teachers are ignored of the importance of counselling in molding academic achievement among students “Most schools do not provide proper counselling to students leading to poor choices” he said. Ongwae urged teachers to ensure their students are fully aware of the requirements for various careers to make informed choices. These remarks were contained in his speech read by commissioner, Ben Mogaka, during Nyanza Provincial Education Day, held at Moi Stadium in Kisumu (East African Standard July 7, 2003 p. 5).

Students are often unaware of the consequences of their academic choices, both in selecting a curriculum track and in planning a high school programme, reflecting a lack of a specific guidance about these issues. Students with the least access to people who can share their experiences and knowledge regarding college (e.g. parents) tend to depend on their teachers in schools for information. However, headteachers have failed to implement most of the recommendations made by government development plans and the educational reports. The Republic of Kenya (Development Plan, 1974-1978) stressed the need for headteachers to arrange timetables to enable members of staff who are responsible for guidance and counselling to deal with career inquiries and personal

problems. In spite of such recommendations, headteachers have continued to assign teacher counsellors full teaching load, leaving them with little time to guide and counsel. Counselors are expected to fulfill many roles, consequently, they spend little time providing advice about curriculum and programmes selection. The course of study required in most counselor education programmes does not prepare counselors to help students choose, plan and gain access to post secondary education. Makinde (1993), says:

“Choice of career is a difficult problem encountered by students world wide and can easily be solved by offering useful career information in the school curriculum”.

By the time they complete their “O” level education, some youths still have no idea what career they want to go into. Others spend the rest of their adult life contesting attempts by their parents to put them in careers they do not like. Shivutse,(2003), a Nairobi based industrial/organization psychologist notes: “Choosing the wrong careers has led to underdevelopment in many countries. Parents should ensure that children undergo aptitude tests before they choose careers. Aptitude tests are personality tests, which measure an individual’s temperament, intelligence, interest and personality. This helps a state avoid misplacement of talent.” (East African Standard, October 22, 2003 p 9).

In a paper presented to the academic workshop for headteachers and Dean of Studies of Elite Secondary School in Western Province (June, 2001), it was noted that there was a serious education wastage in a majority of the schools that register 50 candidates and above because they hardly ever send students to the university. There are a number of schools with good mean grades but they send no students to the university. Using the

1999 KCSE results, the paper noted that Western Province expected to send to the university 1056 candidates. This is 5.294% of its total candidature of 19,948 and only 11.73% of the expected university intake of 9,000.

Of the 1056 candidates, Kakamega District had 239 candidates. The paper lamented that the majority of candidates scored between C and D, a factor that makes it difficult for them to settle on the labour market.

A report on Kakamega District national panel inspection Executive report, (1999), led by the national Deputy Inspector of Schools, expressed concern for lack of admission of students from Kakamega District to quality degree courses at the local university. It also noted that guidance and counselling services were improperly conducted and recommended that all teachers be guides and counselors (Kakamega District Inspection Report.)

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Although choice of career has lately been tampered with by nepotism and other forms of favoritism, the significance of career guidance and counselling in Kenyan secondary schools nevertheless, continues to be highlighted. Ochuodho (May 13, 2002) in his article *Career opportunities and it's challenges* in the Kenya Times p 6, reports that Egerton University Vice Chancellor Professor Ezra Maritim, speaking at a seminar, revealed that the college would from the year 2002 visit secondary schools to sensitize students about courses it offers and also about career information.

Purpose of the study

The purpose of this study was to investigate factors that influence students' access to career guidance and counselling in selected secondary schools in Kakamega District.

The study seeks to investigate the prevailing conditions that may account for access or lack of access to career guidance and counselling in secondary schools. The study is intended to determine the role replayed by teachers and parents in career guidance and counselling. Other factors that the researcher will consider are school quality and practices, teachers' training and students' socio-economic background.

Objectives of the study

The objective of this study is to investigate the extent to which students have access to career guidance and counselling in Kakamega District. The specific objectives are:

- (1) To find out if there is a relationship between schools that have well established career guidance and counselling and the admission of their students to the local universities.
- (2) To investigate the influence of career guidance and counselling on the students' career and educational aspirations.
- (3) To investigate the relationship that exists between the students' access to career guidance and counselling and their academic achievement.
- (4) To investigate if there were differences in students' career and educational aspirations between boys and girls.
- (5) Establish if career counselors are trained to guide and counsel students.

(6) Find out constraints faced by career teachers in relation to career guidance and counselling programme.

(7) To investigate the students' career aspirations as influenced by the students socio-economic status.

Hypotheses of the study

Basing on the identification of the study problem and the observation of the background to the study, the following null hypotheses are advanced:

- i) There is no significant relationship between students' access to career counselling and their career and educational aspirations.
- ii) There is no significant difference in the academic achievement of students who have access to career counselling and those who do not have access to career counselling.
- iii) There is no significant difference in career and educational aspirations between boys and girls.

Significance of the study

The major responsibility of providing youth with needed career guidance and counselling rests upon the school system. It has charge of the great majority of the youth in the average community at the time they are most in need of career guidance. The school is better placed in the community to assemble information concerning the qualities and characteristics of the youth. It can also bring together the needed occupational information and use this to the best advantage. The community has placed more and more

responsibility on the school for the welfare of children and youth. Therefore, educators and the public at large are in need of identifying factors that affect students' access to career guidance and counselling in schools. If these factors are identified, they may help improve students' access to career guidance with a view to help students solve their educational problems.

It is also necessary that the research is done as no similar one has been undertaken in the district yet many of the students there are not called for "quality" degree courses in local universities.

Moreover, having a great desire that the academic achievement of students in the district be improved and that it can be done by motivation through career guidance and counselling. Counselling for subject choice and occupation plan is important because educational decisions must be made by every secondary school student, whereas only selected students may require counselling for psychological problems or for disciplinary reasons. Indeed, these decisions are important in effective educational outcomes such as academic achievement and plans for higher education.

Limitations of the study

Purposive sampling was employed. This gave selection chance only to members within the intended group. In this case, the sample was drawn from only among government-maintained schools and members who were in Form Three and Form Four only.

The items used to obtain information about access to career guidance and counselling tap students' contact with guidance and counselling than probing the actual advice given as a result of this contact.

Delimitations of the study

The study was conducted in public secondary schools of Kakamega District. Though primary schools and private secondary school too have guidance and counselling programmes, they were not included in the study because they were considered to have different factors that might affect their administration. Moreover, the study would have been too wide to be managed.

Basic assumptions of the study

Considering the study topic, the researcher is aware of the several factors that may come into play to confound the research findings. It is in this regard that this section on study assumptions has been included.

By limiting findings to government-maintained schools only, the researcher made the assumption that the schools have teachers assigned for career guidance and counselling and that the counselors decision on subject selection and career plan relate to students' background characteristics. Also, the assumption is made that all schools have records concerning career counselling in schools. It is also assumed that subject selection and career plan counselling in secondary schools come at the end of secondary school education hence the choice of the Form Three and Form Four students as subjects of the study.

Definition of significant terms

- i) **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 possesses 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 own decisions about what occupations to take.

- ii) **Access to career** refers to a students' self-report of assistance by a counselor in making plans for post secondary education and employment.

- iii) **Placement** refers to the counselor'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.

- iv) **Educational guidance** refers to the process for 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 present position in the education system and to see what lies ahead.

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

Organisation of the rest of the study

Chapter Two which is literature review includes; the concepts of guidance and counselling, scope of career guidance and counselling programme in schools, placement, career guidance and counselling in schools, theories of career guidance and counselling, theories of vocational choice and their implication for career guidance, occupation information in guidance, the functions of career and educational guidance, theoretical and concept framework on career guidance and conclusion.

Chapter Three is research methodology which include; research design, target population, sample and sampling technique, research instrumentation, validity and reliability of research instruments, data collection procedure and data analysis procedure.

The fourth chapter entails data analysis, research findings and discussion of the findings.

The final chapter section the summary of the findings, the conclusions and the recommendations for future research.

CHAPTER TWO

LITERATURE REVIEW

This chapter presents and discusses literature related to students' access to career guidance and counselling. The literature review is divided into various sections. These are: Concept of Guidance and Counselling; Scope of Career Guidance and Counselling programme in schools, Access to Career Guidance and Counselling, Placement, Theories of Career Guidance and Counselling, Theories of Vocational Choice and their Implication for Career Guidance, Occupational Information in Guidance, The functions of career and educational guidance, theoretical and conceptual framework on career guidance and counselling, the family environment and its influence on career aspirations and expectations of both males and females.

The concept of guidance and counselling

The term guidance and counselling have different meanings though they are generally used interchangeably. Tattum, (1986) quoting Carl Rogers, (1951), defines counselling as:

“A living 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.” (p. 158).

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 aspects of guidance that demands 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, 1989). A The broad objective of counselling is to help the individual clear away the entangling and hampering tentacles so that a person can be what he/she really is and contribute more both to self and to his/her fellows.

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Unlike counselling, guidance is less personal and less intimate. Guidance is more public, informative and meant to instruct. Guidance can be initiated by the counselor (Makinde, 1989). Barki and Mukhopadgoy (1989) define guidance as;

“...the assistance made available by qualified and trained persons to an individual of any age to help him or her to manage his/her own life's activities, develop his/her own point of view, make his own decisions and carry on his own burden.” (p. 2)

Therefore, guidance is a process of helping individuals to understand themselves and their world so that they can utilize their potentialities. In schools, guidance embraces the educational and vocational aspects.

Educational guidance is concerned with raising students' educational standards to open vocational opportunities. This means, assisting students to select courses of study appropriate to their needs and interests and achieve academic excellence. It also means inculcating proper study habits, making good use of instructional resources and facilities and participating satisfactorily in curricular and co-curricular activities (Makinde, 1989). Educational and vocational guidance should begin from the moment a student enters the school and should be a continuous process until the day he/she leaves.

In brief, counselling is a service incorporated in guidance programme. All guidance work is not counselling, but almost all counselling is part of guidance. Guidance activities may precede, accompany or follow counselling. Essentially, guidance and counselling should be more concerned with developing the client's own capacity for decision making and problem solving rather than handing a client a ready-made solution.

Scope of career guidance and counselling programme in schools

There are three components of guidance and counselling programme in schools. These are educational guidance, vocational guidance and personal and psychological counselling.

Career guidance and counselling deals with educational and vocational guidance.

Educational guidance is concerned with all those activities that are related to the students' adjustment to his educational environment. There are three components of educational guidance. The first relates to developing a favorable 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.

The second component of educational guidance service is concerned with recognition of individual differences and their relation to educational achievement. This means giving assistance to students to enable them to become aware of their abilities, special needs, interests and limitations. They are able to understand themselves and how their particular potentialities may be developed. Educational guidance also includes keeping records and observation reports for each student. An analysis of these records and reports gives an indication of students who might require help and in which academic areas (Republic of Kenya 1977).

The third 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 most meaningful for him/her in the long run. Therefore, such a student needs assistance in understanding the relationship of his curricula choices to his vocational objectives. Some students are unrealistic in that their interests require a higher level of ability than their tested levels.

Some other students are influenced by the choice of their peers. Thus, the guidance counselor guides students to make their choices by helping them to recognise the factors that determine their choices. The final decision should always be left to the students.

Vocational guidance is primarily focused on helping a student answer the following question: “what shall I do in life?” With hundreds of new careers available today because of the fast moving development in science and technology and international relations, coupled with a high rate of unemployment, the need for vocational guidance is critical. A student may face a conflict between his interests and his abilities. Therefore, vocational guidance is concerned with helping students understand the world of work and understand themselves in relation to the world of work. It is also concerned with assembling information about many common occupations and less familiar jobs and recognising the occupation in which they may find satisfaction and develop the fullest potential (Patterson 1971). 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 requirements. Republic of Kenya (1976) stated that the 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. The Minister for Education in a speech to the Kenya Secondary School Head teachers Association emphasised that, “Career guidance is important in schools in that it helps students identify the courses of their interests, be informed what is required to pursue such courses and more important, to ensure that the job expectations are harmonised with the market realities” (Aduda, Daily Nation 1997, 21 June p. 17)

Placement

The counsellors role in providing placement services for individual students 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 thereby involves the informational services of educational and occupational planning, student appraisal and counselling assistance appropriate to the student's choices and progress in school subjects. In addition to these, other types of assistance, which aid in effective placement, are: the career counsellor,

- a) Helps students and parents to make a long range plan of study for high school years and assume responsibility for periodic review and revision of such plans according to need as shown by such factors as change in the curriculum, students appraisal data, school achievement, the student's maturity and new goals.
- b) Plans with administrators and teachers, (i) to provide appropriate classroom placement for students with special abilities and disabilities and, (ii) to provide procedures or course selection by students and grouping of students.
- c) Helps furnish students data to receiving school. When a students transfers, obtains data for new students and gives individual data to educational and training institutions, prospective employers and employment agencies
- d) Assists in giving students and parents an understanding of procedures for making applications and financial plans for attending educational or training institutions and for making applications for employment.

- e) Confers with admission personnel and personnel directors and visits educational and training institutions as well as business and industries applicable to students in his school

Through career guidance, career masters assist students to see the relationships of educational subjects with occupations (Hamblin, 1974). They enable students to make career decision earlier.

They equip them with background, preparation, qualities and aptitudes, which enable them to make responsible choices from almost an unlimited number of career possibilities. This helps reduce tension, frustrations and disappointment that school leavers face when picking or choosing employment opportunities.

Studies reveal that most secondary schools do not have career guidance and counselling programmes and that choice of subjects and career is left to the students.

Waihenya (1998), quoting Osumba's (1998) study, states that lack of guidance and counselling programme in secondary schools has hampered professional development of many students due to inappropriate career choices. Osumba's (1998) study on the relationship between educational guidance and subject choice revealed that majority of secondary school students are inappropriately placed in terms of their stated talents, interests and career aspirations. According to Osumba, secondary school students joined institutions of higher learning without proper course choices, leading to poor performance and constant career change in university and working life.

Career teachers must realise that making a decision is a process not a point in time. Ligon and McDaniel (1970) point out that making a career decision starts at the point when a student is faced with the decision of what subject to take. The die is almost cast at this time.

Hamblin (1974) reinforces this idea and points out that guidance on subject selection is important for career counselling in order to prevent students from making choices which may lead to under-functioning or making decisions which will have negative long term consequences.

It also help produce the greatest possible satisfaction for the individual making the choice and to ensure that maximal use is made of the facilities present in the school. Finally, it helps eliminate situations where subject choices are made on immature, inaccurate or irrelevant factors.

The career counselors need to make pupils aware of the long term consequences of subject choices, Hamblin (1974) gives an example of a girl who tries to avoid Mathematics and Physics at high school because of disinterest or the feeling that these are the subjects for boys. The girl is sharply restricting her career possibilities when she needs higher education. Subject guidance is a second point in the school where it is possible to gain the active co-operation of parents. The value of this allegiance cannot be discounted in the secondary school process.

Career guidance and Counselling in Schools

At a regional training seminar on *Guidance and Counselling* (Unesco February, 2000), it was noted that guidance and counselling services in schools have, for a very long time, been left in the hands of teachers who are already overloaded and without training in the area of guidance and counselling. Hamblin (1974) points out that many heads give little attention to career work, appointing anyone who volunteers for the job and giving them the minimal reward for what, if it is done properly, is certainly demanding and time consuming work. Recent developments in African education, especially the opportunity for free and universal education, have resulted in a new scale of problems in schools and nations at large. Many students go to school without knowing what they are supposed to do and leave school without any idea of what type of jobs and career they should follow.

Many school leavers today end up in the streets and quite a sizeable number keep on moving from job to job trying to explore the world of work, which jobs meet their interests and capabilities. A majority of these school leavers are not aware of their potential (Unesco, 2000). There is, therefore, a need to help young people to know themselves i.e. Their abilities interests, personalities, values, beliefs and potential. In addition, they should be given occupational information to help them plan for their future careers (Miller, 1968, Republic of Kenya, 1973, and Hamblin, 1974).

Guidance is seen as a continuing process concerned with determining and providing for developmental needs for all pupils. Miller (1968) defines guidance as the process of helping individuals achieve the self-understanding and self-direction necessary to make

the maximum adjustment to school, home and community. In order to achieve this goal, a school guidance programme must (a) make a systematic and comprehensive study of its pupils, (b) provide them with a wide variety of information about themselves and their educational, vocational, and social opportunities, (c) offer them the opportunity to receive individual assistance through counselling, and (d) render services of an informational, training and research nature to the school, staff, parents, needs of these pupils. Republic of Kenya (1973) also agrees that the guidance process is carried out through systematically placed programmes of guidance functions, which are a vital part of the ministry of education's organised effort to provide meaningful educational experiences appropriate to each child's needs and level of development. It includes;

1. Analysis. Helping a student get the facts about himself from test results, cumulative records and other means of identifying potentialities and interests.
2. Information. Giving him the facts about his environmental and occupational opportunities and requirements.
3. Orientation. Helping him to get acquainted with the school programme and educational and vocational opportunities and requirements.

Hamblin (1974) agrees with this and says the counselor is very useful in helping pupils where emotional and irrational factors are distorting a pupil's level of aspiration from what is optimal for him; where gross external pressure, particularly those stemming from parental ambitions for their child, force him to make choices conflicting with his conception of himself; and where serious deficiencies in decision making skills prevent him from making a choice.

Counselling is done to help the individual student to develop self-understanding and to develop his educational and occupational plans. However, after career guidance and counselling is done, the individual is left to make his own decisions about what occupation to take. While the individual is left to make his own choice, it should be noted that there are well known differences among individuals – differences in physical characteristics, general intelligence, special aptitudes, special limitations, personality traits etc. Also there are differences in the requirements and opportunities of hundreds even thousands of occupations.

Supplying youth with information concerning occupations is a first step in career guidance and counselling. The kind of information needed depends on how far the student progressed towards his choice of occupation. Before choosing a particular occupation, he needs quite specific information concerning a few occupations that interest him most. A general outline for a study of a particular occupation should include:

- Importance of occupation
- Nature of the work
- Working conditions
- Personal qualities needed
- Preparation needed
- Opportunities for advancement
- Compensation schemes

School career guidance counselors assist the student to marshal pertinent facts to evaluate them in relation to the students' vocational plans. These facts pertain to the assets and liabilities of the students and to the opportunities and requirements of occupations which interest that student. Counselling simply involves giving advice telling the student what occupations exist. However, the individual is left to make his own decisions as to which occupation to enter upon.

The functions of self inventory service of a career guidance programme is to give the individual an awareness of his personal assets and liabilities, exploratory experiences and self analysis are the main principle means through which an individual gains awareness. Career guidance is concerned primarily with helping individuals make decisions and choices in planning a future and building a career. However, this does not take place in secondary schools. Ochuodho (Kenya Times, May 13, 2002,p13.) notes that thousands of students in Kenyan learning institutions have ended up taking careers in life that they are less acquainted to or know about due to lack of information about career options in learning institutions.

The career information and counselling taught in learning institutions is not exhaustive enough to make students know all about career opportunities. Hamblin (1974) says some heads see career work as an intrusion or as an activity confined to handing out pamphlets, not seeing the great benefits for the school when it is properly done. Republic of Kenya (1977) states that career forms are normally completed by Form IV students during third

term. It notes that completing career forms is, for some students, like sitting for an examination. This is because the students may receive the forms without earlier preparation and for some students, they may realize that the forms carry a great deal of weight in determining their opportunities for further education, training and employment. Many students never have an opportunity to discuss their career interests with their parents. Use of the career form does not meet the career needs of all students.

Students need to know more about career early enough before they choose what subjects to take in schools so that they do not find themselves in a last minute quagmire (Hamblin, 1974). The process helps to shape students early enough to pursue the right course to ensure that the nation keeps the right human resources.

Ideally, career should be taught to students in schools or colleges, but many students say it is not taught. They are never taught or given any instructions at all in school apart from filling career forms. In Kenya, the subject of career is taken for granted. Students take careers which their friends, relatives, or role models have succeeded in or where they think there is money. Guidance masters warn that this is wrong. Each individual has his/her own ability and taste. But for teachers to assist, there must be some systematic, comprehensive and continuous assessment process of students (Kenya Times, May 13, 2002,p.13).

It is at the secondary level that students start becoming aware of their potentialities. It is therefore most important that those who teach in secondary schools realize their readiness

and prepare to guide and counsel students on all aspects of their development and on careers. Hamblin (1974) emphasises that vocational identity is part of the identity which is acquired during adolescence, although the process is never completed, and the secondary school is vital in aiding this development. However, many of the heads are too preoccupied with covering the teaching aspects of the school syllabus for which they are expected to produce good results at the end of the year. Therefore, career counselling has been reduced to simply students filling university forms without adequate vocational information. Furthermore, the school lacks qualified counselors to undertake career guidance and counselling services.

Alfred Oduor (East African Standard, July 7, 2003 p. 5) observed that Kenya had a long way to go in the field of career guidance and counselling and Teachers Service Commission (TSC) was addressing the issues. Students are not getting proper advice but the fact was that TSC did not have competent, trained counsellors. Those who had volunteered in this area lacked adequate training and facilities to do a good job. He compared Kenya to the United States and said that in the United States, they have counselors who help students to find fields of their area of study in relation to skill ability personalities and academic strength by administering several tests. He noted that there was need to provide intensive training to teachers who were counselling in schools and equip them with skills to understand the trends in the discipline, not only in Kenya but also globally.

All subject teachers should be involved in career guidance and counselling (Republic of Kenya, 1977 and Hamblin, 1974). The head should endeavor to ensure that the programme is effected. A great deal of work can be accomplished this way. All teachers should seize every opportunity to guide students educationally and vocationally. They have the basic role to play in motivating students in the subjects they teach.

The report of the *National Training Workshop on Planning and Programming of Educational and Vocational Guidance and Counselling Services* (1981) points out that students need both educational guidance and educational counselling. It emphasises that the counselling service is dependant upon various informational services. Counselling and information giving go hand in hand. Information about college scholarships, college entrance requirements, or job opportunities in the community may have to be given to a student as part of the counselling process. Miller (1968) states that educational guidance is provided by a counsellor as he plays his role in student appraisal, referral work, placement, parent help, staff consulting, local research and public relations. Kangoro, in his article, *Teachers key in career guidance* (Kenya Times, May 10, 1997 p. 13) points out that career guidance is one of the basic components of guidance and counselling services offered by schools. In a well organized school career guidance is very useful, because it equips students with information about various jobs and vocations. Students are given the opportunity to make choices that have some bearing upon what they would be doing after leaving school.

Makinde (1989) says choice of career is a difficult problem encountered by students worldwide and can easily be resolved by offering useful career information in school curriculum. Teachers assigned the duties of career masters or mistresses have the responsibility of ensuring that students are given meaningful and useful career information. They need to organise a programme that will impress upon the young people the dignity of labour, work ethics, work habits, work values and concepts. This can be done by exhaustively discussing the meaning of work, motives for working, usefulness of work and factors leading to dignity and satisfaction of work. The teachers should explain the importance of discipline, decency, perfection, efficiency, commitment and patience in work. Students should be counseled on how to attend interviews, writing application letters and curriculum vitae.

Educational counselling and career counselling go hand in hand. Educational counselling is a term first coined by Kelley in 1914 (Makinde, 1989). Educational counselling is a process of rendering services to pupils who need assistance in making decision about important aspects of their education, such as choice of courses and studies, decisions regarding interests and ability, and choices of college and high school. Education counselling increases a pupil's knowledge of educational opportunities. Makinde (1989) also defines vocational education as a phase of education wherein emphasis is laid on preparation for and participation in occupations of economic and social value. Vocational guidance plays its part in providing individuals with a comprehension of the world of work and essential human needs, thus familiarising individuals with the term "dignity of

labour” and “work value.” Career counselling provides the students with career information about the world of work and job opportunities to enable them gain an insight into choosing realistically.

Theories of career guidance and counselling

The subject of the study was based on the theory of vocational/career development advanced by Ginzberg and later Super. Adams (1965, p. 209), says in 1951, Ginzberg produced the first general theory of vocational development. The theory contained four basic elements.

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, capacities, values and the opportunities, which are available.
4. There are three periods of occupational choice:
 - a) Period of fantasy choice.
 - b) Period of tentative choice.
 - c) Period of realistic choice.

D. Super later developed this model (Ginzberg's, 1951). He suggested that a person's development as regards his career can be divided into five main stages:

- i) The growth stage (0-15 years) – Here, the child is developing interest, abilities and aptitudes.
- ii) The exploration stage (15-25 years) - When the person is seeking an occupation to suit his now developed attributes. He may be in school and thinking about future employment or he may be employed already and may be thinking about alternative jobs.
- iii) The establishment stage (25-45 years) - This 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 level in it.
- iv) The maintenance stage (45-65 years) -The type and level of employment will now have been set and the person's career will proceed along lines determined in the previous stages.
- v) The decline stage (65 onwards) - With retirement and old age, a person's concern about a job will, of course, wane.

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The ages set 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 that career teachers are aware and understand these development stages in children and young people.

The career master should be concerned with students who are in the growth and exploration stages. As mentioned earlier, the fantasy stage (0-11 years) is governed by the child's wish and choices 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.

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, art etc. Later, he begins to realise the level of his abilities or capacities and will therefore adjust his vocational choices accordingly. With the assistance of a career teacher, the student is in a better position to make a more realistic vocational choice. His choice will also be affected by his values, by what he considers important for himself – earning a high salary, helping people, having authority, etc.

Then there is the realistic phase (17-25 years). At first, the student explores choices in which he may test his interests, abilities and values in various occupations. Some of his interests and values may change as a result of his exploratory activities. When a student

stabilizes his abilities and defines his values, he makes, if any, very little changes after that time.

Super identifies as central features of the choice process the development of the 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. It is a phenomenal approach, emphasizing the way in which the individual conceives of himself and the occupational world around him that influences the development of his self and occupational concepts.

Theories of vocational choice and their implication for career guidance

Theories of vocational choice are attempts made by occupational theorists to explain the intricate network of factors that lead a person to his first choice of occupation. Thus we talk of developmental theories which emphasizes the emergence of successive choices and their patterning throughout the lifespan, in contrast with those which focus on the determinants of a particular choice at the time of entry into training, or into the labour market, or at some mature age (Adams, 1976, Ligon and McDaniel, 1970)

These developmental theories of vocational choice stresses that the division involved in the selection of an occupation are made at a number of different points in the individual's life span and that they constitute a continuous process which starts in childhood and ends in early adulthood. Super (1957) outlines five developmental stages.

- i) The growth stage (0-15 years).
- ii) The exploration stage (15-25 years).

- iii) The establishment stage (25-45 years).
- iv) The maintenance stage (45-65 years).
- v) The decline stage (65 onwards).

Super identifies as central features of the choice process the development of self-concept and the development of an awareness of the occupational role available in the world of work that provide the opportunity for implementing the self concept. It is a phenomenological approach emphasizing the way in which the individual conceives of himself and the occupational world around him that influences the development of his self and occupational concepts (Adams, 1965).

Theories of vocational choice have several implications for career guidance and counselling. Since most students in our secondary schools are involved in occupational choice, the theories have special relevance to teachers and counsellors who work with the youth. Most theories emphasize that career choice is a long-range gradual process involving the acquisition of work. In view of this, the counselor should gradually lead the young person to gain more understanding of himself and the range of job opportunities available in the area and little beyond. Career choice is a part of a process, so counselors 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.

As a result of the importance of the knowledge of the world of work to the individual, the counselor should acquaint himself with all the career information available to help the individual in their career preferences and decisions (Miller, 1968, Adams, 1965, Ligon and McDaniel, 1970 and Republic of Kenya, 1973).

Occupational information in guidance

Regional Training Seminar on Guidance and Counselling - Module 2 (Unesco, 2000)

suggests that the dissemination of occupational information in career guidance is carried out in the following ways:

1. General group guidance. The counselor collects information and makes it available to groups of students. The students also collect information on various occupations for themselves
2. Teaching of occupations. The counselor meets a class and teaches them about different occupations
3. Career day/week activities. Lecturers on different career, career demonstrations, debates, and film shows, are provided by the school.
4. Trips and excursions to industrial establishments. Students go out of school to work places to see things for themselves.
5. Career clubs. The clubs can show films relating to careers, organize career quizzes, competitions, career conferences, dramas and invite lecturers/employers to provide information on various careers.

6. Vocation jobs and work study. The school can assist students to obtain vocation jobs during the long vacation or provide work-study programmes.
7. Bulletin boards. The school can display vocational educational, and social information on bulletin boards.
8. School subjects: Teachers can relate their teaching of subjects to careers for which they are useful or applicable.

The functions of career and educational guidance

1. Aid in placing talent where it is needed. The student is assisted to make the best possible career choice.
2. Strengthen the educational system by providing, motivation and meaning to education. This means ensuring that the students' 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).
3. Provide information about occupational opportunities. Students become aware of the world of work, and the range of available opportunities that exist (Miller, 1965 and Makinde, 1989).
4. Encourage students in decision-making. Decisions on what type of life a student would like to lead depends on his/her interest, values, abilities, skills and motivation to learn. It assists students to make informed decision about their

education. Students have to know the choices that have to be made and determine whether the choice is between subjects, curricula, schools or colleges. They have to know the subject combination or options, what the subjects involves in the classroom. Available courses and where each course leads, the available schools and colleges, admission requirements and educational opportunities (Ligon and McDaniel, 1970 and Hamblin, 1974).

5. It facilitates the smooth transitions for children from home to school, from primary to secondary school, from secondary to post secondary educational institutions and the world of work. The final transition from the educational system to the labour force appears to be the most important and challenging for students (Miller, 1965).
6. It helps students to cope with examination anxiety. The fear of failure and the craving for the highest grades, are major sources of pressure among students (Unesco, 2000).
7. It helps students to develop effective study habits. The students are assisted to improve their competence in reading, note taking and academic achievement.
8. It provides students with meaningful educational experiences. The students are able to relate the curriculum to occupational groups (Hamblin, 1970).

It is important to note that motivation is a major factor in the process of learning.

Therefore, students should be motivated to study, or create an interest in the subjects they are studying. The rewards that accompany successful study, such as having a career,

Passing exams, the satisfaction of parents and teachers who take pride in a student's success and personal satisfaction when one has made the best of their talents. These rewards motivate a student to study harder so that they can achieve their goals.

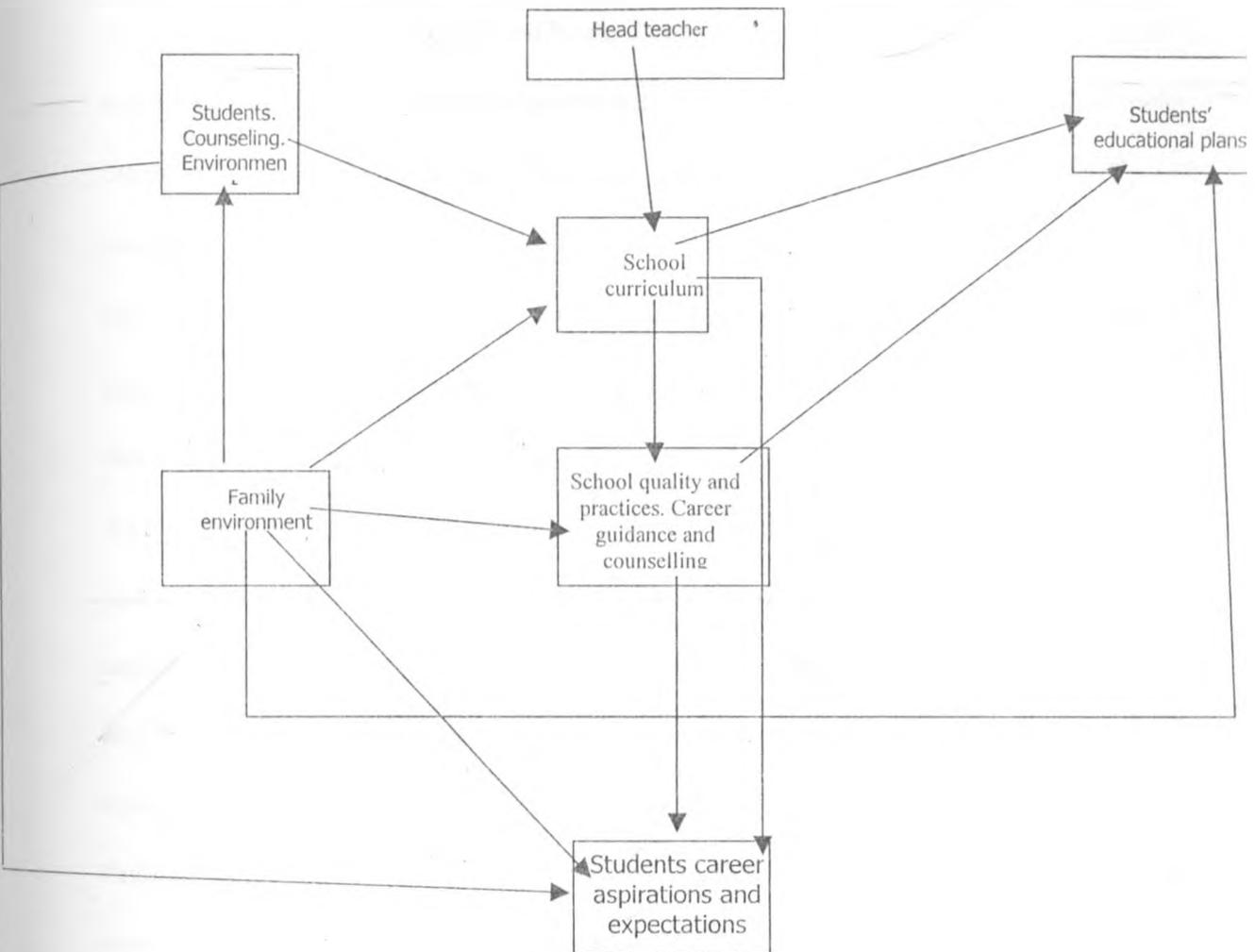
Students' realization of their academic potential facilitates their decision making i.e. enables them realistic choices of subjects, courses and educational institutions, Academic counseling therefore assists students to define and resolve their educational problems so that they become self-reliant in exploring, choosing and pursuing an educational programme.

Theoretical And Conceptual Framework On Career Guidance And Counseling.

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Although this research is principally examining students' access to career guidance and counseling in secondary schools, other factors that impinge on the students with regards to career decision and expectations have been reviewed. These include; School curriculum, School quality and practices the family environment, the students' educational plans, and the gender differences.

Figure 1: Conceptual framework of the study



The model postulates that school curriculum is a major determinant of students' career aspirations and expectations. This is due to the fact that school curriculum consists of bodies of knowledge, skills and attitudes which are expected to help students to fit in their society and the world of work. Schools in modern societies are the major transmitters of culture. Lawton (1975) defines culture as everything that is manmade, such as technological artifacts, skills and values. Schools, therefore, are expected to socialize students into their roles in the society so that they can be able to contribute

positively and productively to their socio-economic welfare of society. In pre-industrial society, this function was performed by the family and the kindred, but in the individual societies, schools were invented to perform this role, through the school curriculum under the guidance of professionals called teachers. The school is expected to have a lot of influence on students' total orientation to life and in particular in regard to career aspirations and expectations due to the fact that the school through the curriculum and other practices imparts knowledge, skills, and attitudes that are expected to be useful in working life (Kibera, 1993).

As far as quality is concerned, there is evidence to confirm that schools that are better equipped and staffed produce students with higher educational and occupational aspirations and expectations. These students have been found to be more likely to aspire and to expect to take on prestigious salaried employment than students coming from ill equipped and staffed schools. Foster (1965) and Boyle (1966) confirmed this. Similar findings were reported by Achola (1987). Schools that are better equipped and staffed are more likely to have career guidance and counselling programmes than school that are ill equipped and staffed.

With regard to school practices subsumed under the teachers' influence, it has been found out that teachers have tremendous impact on students' achievement and consequently on their career aspirations. Ligon and McDaniel (1970), Rosenthal and Jacobson (1968) confirmed that teachers' perception of students' potential abilities to success in schoolwork affected their performance. Students believed by their teachers to have intellectual abilities for school work turned out to perform as expected by their teachers.

Education in Kenya is examination oriented and the success of a secondary school is gauged against the number of students that qualify for university education. Undoubtedly, teachers over emphasized the importance of passing examinations. The question at hand then is: What happened to students who don't make it to the university? Ligon and McDaniel (1970) point out that, "High school students often consult their teachers about the education needed for the career they are considering as well as college choice. Teachers can help their students think about the different kinds of post high school opportunities available."

The family environment and its influence on career aspirations and expectations of both males and females

With regard to the family environment and its effect on students' career aspirations and expectations, it has been postulated that the family environment impinges on curriculum and also influences the quality of the school and school practices. This is possible in view of the fact that the family is represented in Parents Teachers Association and board of governors. These organisations influence the school curriculum and practices through ideas and financial support. The curriculum and the school quality and school practices in turn influence students' educational and occupational aspirations and expectations. This is expected. By and large, schools are run and structured along socio-economic classes and therefore students who usually attend schools that correspond to the socio-economic status of their parents.

Studies which have explored the relations between students' economic background in terms of their parents' level of education and type of occupation have confirmed a strong relationship exists between variables. Bordua (1960), Foster (1965), and Super (1984). Bordua states that motivation to achieve is learned from parents who encourage their children to develop attitudes which enable them to compete against standards of excellence. Over time, parents' expectations are internalized by their children's personality traits of competitiveness, striving and academic excellence.

Boys have been found to have higher educational and occupational aspirations than girls. As far as occupations are concerned. Hamblin (1974) and Ligon and McDaniel (1970) agree that job attitudes for girls differ from those of boys. They found out that girls prefer service jobs involving working with people rather than working with things, while boys preferred professional or career fields. Chivore (1986), also confirmed that girls have different job attitudes from boys.

Conclusion

We need career counselling in order to provide the students with a set of meaningful and relevant experiences, which will serve them when they go out in the world beyond the schools. In addition, we need it in order to help them make the right choices at every transitional stage. The choice may be of a job out of the available many or may be an educational course.

Whatever decision a student reaches in choosing a vocational career, certain information, factors and skills must be provided to assist him in making a realistic choice. The decision reached should in many ways be in line with his intellectual ability, potentiality, interests that would enable him to make the best out of the chosen career, not only to himself but to the community at large. Because of the importance of the knowledge of the world of work to the individual, the counselor should acquaint himself with all the career information available to help the individual in their career preferences and decisions. It is important for the counselor to note that to make a wise choice, the student needs information on the various educational opportunities available and the relationship between the alternatives and the careers they lead. In addition, he needs to know about his strength and weaknesses and about his own interests. Career masters in our secondary school are the key players in career development. Let them take the task with all dedication and determination it deserves.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter describes the research design and presents the target population or subjects under study, sample of the study and sampling techniques, research instrumentation, piloting of the instruments, data collection procedure and data analysis:

Research design

This study was a survey research Wiersma (1985) defines survey research as studies that are concerned with the gathering of facts rather than the manipulation of variables. It is survey research because the researcher investigated the independent variables such as family background, school quality and practices and training in retrospect for the possible relationship to students' access to career guidance and counselling.

Target population

The target population for this study was the 93 public secondary schools in Kakamega district, 11,008 form 3 and form 4 students and the career teachers in the schools.

Table 1: Target population

Number of public schools		93
Number of form 3 students	Boys	3405
	Girls	2490
Number of form 4 students	Boys	2988
	Girls	2125
Total		11,008

Source: Ministry of Education, 2004.

Sample of the study and sampling techniques

The sample was drawn from Form 3 and Form 4 students in Kakamega district. The sample was determined using the population figures (in Table 1) and Krejcie and Morgans' (in Mulusa, 1990, p.107) table (See appendix 3,p.122). According to the table for determining sample size, if there are about 10,000 subjects in a population, the sample should consist of 370 subjects. If there are about 20,000 subjects in the population, the sample will be 377. Since the population of the study was 11,008, the sample of 377 was used. The sample 377 was divided by the average number per class of 40 to come up with a sample size of 9 schools in Kakamega district. However, the researcher used a sample of 410 in order to cater for non-response. Of the 410 respondents, 360 (87.8%) completed the questionnaire. This was a good response. The schools were categorized into mixed, boys and girls schools. Random sampling was then used to select 4 boys

only, 4 girls only and 1 mixed school. All the career masters/ mistresses or counselors in the 9 schools were included in the sample.

Research instrumentation

A two part multivariant questionnaire (appendix 1) was developed and used. The first part was designed to elicit information concerning parental involvement in the students' career choice, the students' background i.e., his/ her parents socio-economic status, location, and sex - while the second part consisted of items seeking answers about students' contact with the counsellor and career guidance and counselling at school. In both cases, Likert scale was used. The questionnaire for teachers had items seeking information about how career guidance and counselling was organized, availability of resources and facilities e.g. a departmental office and reference materials.

To obtain information about access to guidance and counselling, behavioural measures of contact students self reports of assistance by the counsellor was used as an index. The researcher used dichotomus outcome measure (counselling = 1, no counselling = 0). The students responded by making a choice from two possibilities (yes = 1, no = 0) provided. One of the purposes of the present study was to show how subject choice, careers and college plan was influenced by the students' socio-economic status. The questionnaire therefore contained items seeking information about parental level of education and parental occupation.

Validity and reliability of the research instruments

A test is valid if it measures what it purports to measure. Validity involves two concepts simultaneously; the extent to which the results can be accurately interpreted and the extent to which the results can be generalized to populations and conditions (Wiersma, 1985). The former is a concept called internal validity, and the later is called external validity. The validity and reliability of research instruments in this study were determined by carrying out a pilot study. Piloting the instruments enhanced the reliability, that is, the dependability, accuracy, and adequacy of the instruments. Since the responses from the respondents indicated whether the instruments measured what they purported to measure (Bennet, 1973, Wiersma, 1985). After analyzing the pilot study responses, it was found necessary to revise and modify the instruments. The modification included reframing 2 items in section B to question if students received individual career guidance and counselling in school and to question if they had individual counselling on subject choice. Piloting of research instruments was done in 3 schools not included in the main study. In the pilot study, the whole procedure was carried out on 40 subjects. This group comprised 37 students and 3 teachers.

The purpose of piloting was to find out 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; and determine whether the research objectives were being fulfilled. Isaac and Michael (1981) stated that the advantages of a pilot study were that: it enables the researcher to get feedback from research subjects that leads to improvement in the main study, leads to changes to some hypotheses, dropping some and developing

new ones and increases the chances of obtaining clear cut findings in the study. This was found to be true in this study.

To enhance validity, the lecturers reviewed the instruments. Validity was also enhanced by use of items adopted from the work of Wandabwa, (1996) but was re-framed and made to refer to careers and students aspirations. A few items were also adopted from the work of Kibera, (1993). The items for the career teachers' questionnaire used items adopted from the work of Gitonga (1999) but were reframed and made to refer to career teachers. The researcher used the split-half method to determine the coefficient of internal consistency or reliability coefficient whose values vary between 0 and +1. The closer the value is to +1, the stronger is the congruence measure (Wiersma, 1985). The instruments were split into two sub-tests. The odd numbered items were placed into one sub-test and the even numbered items were placed into another sub-test. The scores of all the odd and even numbered items for each respondent in the study were computed separately. Spearman Brown Prophecy formula was used to test reliability using the formula:

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

where: R_c = reliability coefficient

r = the reliability

The reliability coefficient obtained was 0.78.

Data collection procedure

Permission to conduct the research was obtained from and approved by the office of the president. Authority was also granted by the District Education Officer. After the pilot study, the main study followed. The schools were visited and appointments booked with the administration for the collection of the questionnaires. Career teachers and the examinations office assisted in administering the questionnaires to the students, while the researcher requested the career teachers to complete the questionnaires addressed to them. It was not possible to get questionnaires from 1 girls' school. Of the 9 schools used as the sample, 8 completed the questionnaire this was an 87.8% response.

After data was collected from the field, it was analyzed and interpreted. The data was analyzed using frequency tables, cross tabulations, percentages and means. Pearson product moment correlation coefficient, T- test and chi-square tests was used in testing the stated hypothesis. To determine whether there was significant difference in the hypothesis.

H₀: There is no significant relationship between students' access to career counselling and their career and educational aspirations.

and

H₀: There is no significant difference in career and educational aspirations of boys and girls .

Chi-square test was used. Chi-square statistical techniques is applied to determine whether some observed frequencies correspond to an expected pattern. . Furthermore, it can be used to determine whether two or more sets of observed frequencies differed significantly. The chi-square test in this study was used for the later purpose.

To test the hypothesis

H₀: There is no significant difference in the academic achievement of students who have access to career counselling and those who don't.

The t - test and Pearsons' product moment correlation coefficient (r) was used. Pearson product moment correlation coefficient (r) is a statistical technique that determines the extent of association between two variables. It also reflects the direction and magnitude of the relationship between variables. The correlation may be positive where an increase on one variable means an increase on the other variable; negative, where an increase on one variable means a decrease on the other; or may be zero meaning that the two variables are independent of each other. The relationship ranges from perfect positive (+1.00) to perfect negative (-1.00) r was convenient in this study since association between the variables was being tested.

The formula was:

$$r = \frac{\sum xy - \frac{(\sum x)(\sum y)}{N}}{\sqrt{\left(\sum x^2 - \frac{(\sum x)^2}{N}\right)\left(\sum y^2 - \frac{(\sum y)^2}{N}\right)}}$$

Where r = the correlation coefficient

$\sum xy$ = the sum of gross products of the values for each variable

x = the scores on the independent variable

y = the scores on the dependent variable

$(\sum x)(\sum y)$ = the product of the sum of x and the sum of y.

N = number of observations.

In testing the null hypothesis H₀: there is no significant difference in the academic achievement of students who have access to career counselling and those who don't, a T-test was used. This test is used to determine just how great the difference between two means must be in order for it to be judged significant, that is, a significant departure from differences which might be expected by chance alone. The test is a powerful inferential parametric technique which assumes normality of the population from which the sample is drawn, and a representative sample. Based on the disclosure that the variances and the number of subjects were different, the separate t model was employed thus:

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2 \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

Where:

$\overline{X_1}$ = mean of sample 1

$\overline{X_2}$ = mean of sample 2

N_1 = size of sample 1

N_2 = size of sample 2

S_1^2 = variance of sample 1

S_2^2 = variance of sample 2

Before the above model was chosen, the homogeneity of the variances was tested using the formula:

$$F = \frac{Sg^2}{S_1^2}$$

Where:

F = the value by which variance homogeneity is tested

Sg^2 = the greater variance

S_1^2 = the lesser variance

The resulting quotient (F) was interpreted for statistical significance from the table for the distribution of F using the degrees of freedom n - 1. The computed F had to be equal to

or exceed the tabulated value to be judged significant. The value of t computed was compared with that read from the table for the distribution of t using corresponding degrees of freedom and at alpha (α) level 0.05. The calculated value had to be greater than the tabulated value for t to be termed significant and the null hypotheses rejected.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

This chapter presents and analyses the findings of the findings of the study. The findings of the study are organized under various sub-headings according to research objectives. These sub-headings are: Relationship between schools that have established career guidance and counseling and admission of their students in the local universities; influence of career guidance and counseling on students' academic aspirations, relationship between students access to career guidance and counseling and their academic achievement; differences in students career aspirations between boys and girls, training of career counselors to guide and counsel students, constraints faced by career counselors in the career guidance and counseling programme and students career aspirations as influenced by the students' socio-economic status.

Results of tested hypotheses are also presented. Before presenting analysis of data collected and emerging interpretations, the chapter briefly presents the characteristics of the samples used in the study and demographic data of the respondents. In the analysis of data, two-tailed t-test, Pearson product moment correlation coefficient, and chi-square tests were used. The results of the data are presented using frequency tables, cross tabulations, percentages, means, pie charts and graphs.

Questionnaire Return Rate

A total of 360 respondents out of 410 completed the questionnaire for students. The questionnaire return rate was therefore 87.8 percent. A total of 12 questionnaires were

administered to 12 teachers. A total of 3 were not returned which implied a 75 percent questionnaire return rate. All the schools visited were government maintained schools. The data collected revealed that the schools varied in composition, size and period of existence.

Analysis of demographic data of the respondents

The data presented in this section of the study was obtained from the completed questionnaires from career teachers and students in the selected secondary schools in Kakamega district. Frequencies and percentages were used to describe the demographic data of the two groups as follows:

Career teachers' demographic characteristics

Career teachers' gender

The gender of the career teacher is presented in table 2 as shown.

Table 2: Gender of career teachers in selected secondary schools in Kakamega district

Gender	Number	Percentage
Males	7	77.8
Females	2	22.0
Total	9	100.0

The findings on the gender of the career teachers showed that there were more male career teachers in Kakamega district secondary schools than there were female career teachers. The male respondents formed a total of 77.8 percent compared to only 22.2 percent females.

Training of career teachers

The career teachers were asked to indicate whether they had been trained in career guidance and counseling skills. The responses are presented in Table 3.

Table 3: Training of career counselors and guidance and counseling skills.

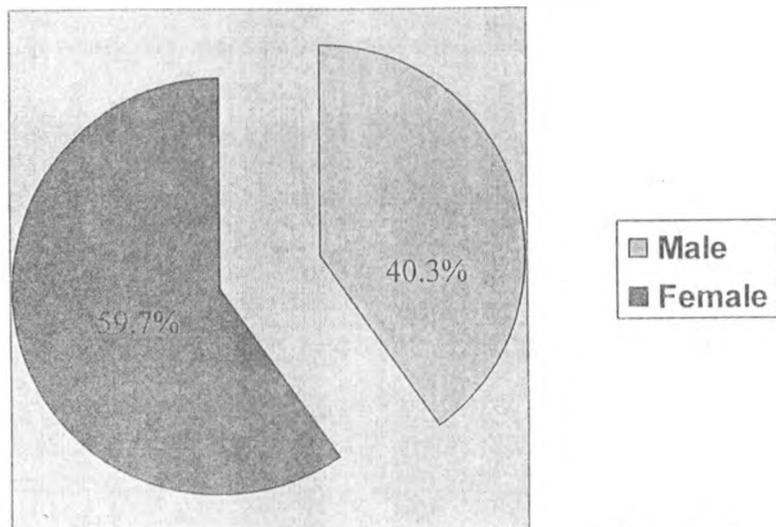
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	11.1	11.1	11.1
	No	8	88.9	88.9	100.0
	Total	9	100.0	100.0	

Students' demographic characteristics

Students gender

The students' gender was obtained from the questionnaires administered to them. The findings are presented in Figure 2.

Figure 2: Gender of the students in selected secondary schools in Kakamega district.



It is evident from figure 2 above that more male students 59.7 percent responded to the questionnaire than female students 40.3 percent. There was a fair representation of both sexes in this case because the sample contained 44.4 percent of girls schools, 44.4 percent of boy school and 11.2 percent mixed schools.

Students' ages

The students were asked to indicate their ages and the responses are as presented in Table 4.

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Table 4: Students' ages in selected secondary schools in Kakamega district

	Age	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17	88	24.4	24.4	24.4
	18	211	58.5	58.5	82.9
	19	44	12.2	12.2	95.1
	20	17	4.9	4.9	100
	Total	360	100	100	

17.1 Percent were above 18 years of age while 82.9 percent were 18 and 17 years of age.

That all the students were 17 years and above, could be explained by the fact that since all of them were in form 3 and form 4, they had spent a minimum of 11 years in school.

Assuming that they joined school at the age of 5 or 6 then they would have attained the age of 17 by form 3 and 17 or 18 by form 4.

Students' access to career guidance and counseling

The students were asked to indicate whether they have received individual counseling on career in connection with their subject choice in school. The findings are presented in table 5.

Table 5: Students access to career guidance and counselling.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	246	68.3	68.3	68.3
	Yes	114	31.7	31.7	100.0
	Total	360	100.0	100.0	

From table 5, it is evident that 31.7% had received career guidance and counselling in school. 68.3 percent did not receive career guidance and counseling.

Relationship between schools that have established career guidance and counselling and the admission of their students in the local universities.

In this section, the researcher analyzed the relationship between access to career guidance and counselling and the admission of the students for degree courses in the local universities. This was found necessary since admission to the university is used by many as a measure for whether there is career counselling or not. According to the Ministry of Education Science and Technology format of school inspection report, general guidelines, career is looked at when evaluating examination analysis by the inspectorate.

They do analysis by grades over the last four years and look at the number taken to university each year in a school. It is from this that they look at the value added progress (VAP) of the students. Value is added to the students by looking at those who have been admitted to the local universities. This then shows whether the careers department is operational or not. Responses from some of the open ended questions were used to supplement information and also information from the inspectorate. This was the first objective of the study. Table 6 reflects schools with access to career counselling and the admission of students to the local universities for the last three years.

Table 6: Access to career guidance and counselling in schools and the admission of students to the local universities.

School	Access to Career Counselling	No. of Students admitted to University	No. of Candidates		Year
Bishop sulumeti girls	No response	-	-	-	2000
		-	-	-	2001
		-	-	-	2002
Eregi Girls	No	0	120	0	2000
		2	130	1.5	2001
		1	92	1.0	2002
Ingotse	Yes	17	125	13.6	2000
		8	120	6.6	2001
		13	115	11.3	2002
Kakamega High School	Yes	62	220	28.1	2000
		55	208	26.4	2001
		75	221	33.9	2002
Makhokho Mixed Secondary school	No response	-	-	-	2000
		-	-	-	2001
		-	-	-	2002
Mukumu Boys	No	12	115	10.4	2000
		14	125	11.2	2001
		8	154	5.1	2002
Mukumu girls	yes	68	232	29.3	2000
		21	88	23.8	2001
		82	380	21.5	2002
Musingu Boys	yes	12	115	10.4	2000
		14	125	11.2	2001
		8	154	5.1	2002
St Agnes Shibuye Girls	No	0	83	0	2000
		5	93	5.3	2001
		2	88	2.2	2002

From Table 6, it is evident that schools with well established career departments are the ones who have over 20% of their students admitted in the local universities every year.

The boys' schools send the highest percentages. The literature reviewed in chapter 2 suggests that career guidance and counselling is very important. There is a relationship between the schools whose students received career guidance and the admission of students to the university. It is argued that the presence or absence of career guidance and counselling in a secondary school, does not markedly influence student's career and educational inspirations and expectation (Kibera, 1993). The finding in this study contradicts this.

Emphasis on university admission as a measure of the success of the career guidance and counselling programme is reinforced by the teachers responses in Tables 7, 8, 9 and 10 concerning the preparation of students for various careers.

Table 7 Teachers preparation of students for various careers.

		Frequency	Percent
Valid	Very adequate	1	11.1
	Adequate	6	66.7
	Not adequate	2	22.2
	Total	9	100.0

Table 7 indicates that only 11.1 percent said that preparation of students for further training was very adequate, 66.7 percent said it was adequate, and 22.2 percent felt it was not adequate.

Table 8 Salaried Employment

		Frequency	Percent
Valid	Adequate	5	55.6
	Not adequate	4	44.4
	Total	9	100.0

Table 8 shows that no respondent found preparation for self employment very adequate. 55.6 percent found it adequate and 44.4 percent found it not adequate.

Table 9 Self Employments

		Frequency	Percent
Valid	Very adequate	3	33.3
	Adequate	3	33.3
	Note adequate	3	33.3
	Total	9	100.0

The table 9 shows that 66.6 percent found preparation of students for self employment adequate and very adequate, while 33.3 percent found it not adequate.

Table 10 University Education

		Frequency	Percent
Valid	Adequate	6	66.7
	Not adequate	3	33.3
	Total	9	100.0

Table 10 shows teachers preparation of students for university education. There was 100 percent response that preparation of students for the level of education was very adequate and adequate. Infact, the largest percentage of 66.7 percent found it very adequate. This shows that there is a bias for university education. Though aware that not all students are capable of attaining university education, they nevertheless emphasize on this.

These findings concur with Kibera's (1993), and it shows that the education system had better prepare students for tertiary institutions or middle level colleges for job training compared to university education.

Asked to state the reasons for the preparation of the students, the teachers gave the reasons presented in Table 11.

Table 11: Reasons for bias towards university education

		Frequency	Percent
Valid	Educational systems is University based	4	44.4
	Salaried & self employed do not feature in the Curriculum	1	11.1
	Most areas of academic interest covered syllabus what happens later is none of their business	3	33.3
	Invite external speakers from higher institute of Learning	1	11.1
	Total	9	100.0

From Table 11, about 77.7 percent indicated that the education system is university biased and that most areas of academic interest are covered and the syllabus completed in time for examinations. Eleven percent said salaried and self employment do not feature in the curriculum hence they see no need to deal with them. This finding shows that the education system is exam oriented and other areas of the students' talents are ignored.

Teachers emphasized that they had to work hard to 'improve the mean scores in their subjects, leaving them very little time to deal with careers.

Influence of career guidance and counseling on students career and educational aspirations

Figure 3: Students Career and Educational Aspirations

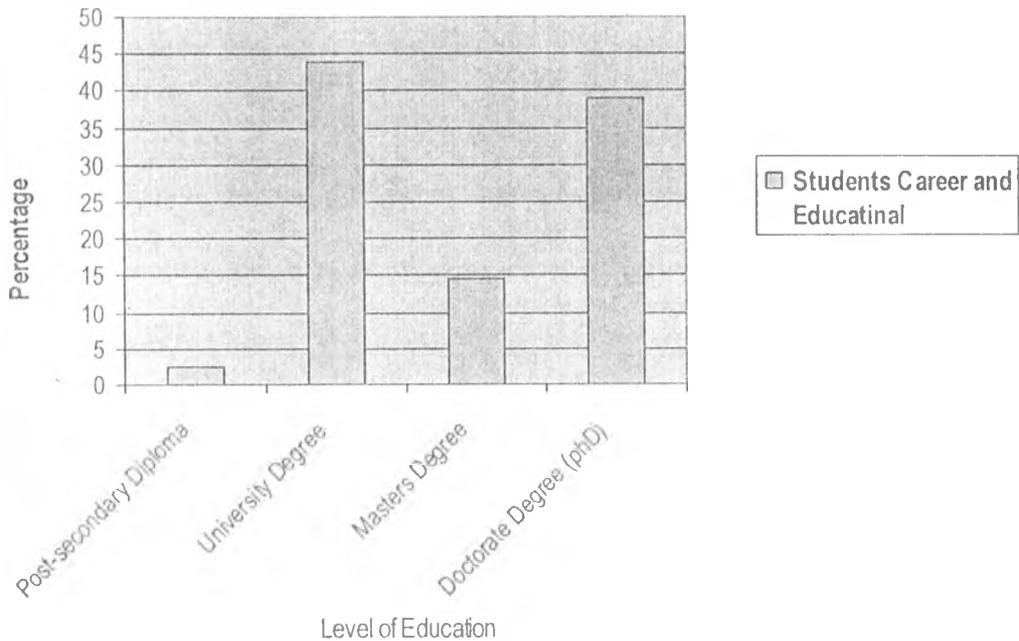


Figure 3 shows that the teachers' preferences are internalized by their students. Only 2.4 percent would go for post secondary diploma. The rest, 97.6 percent hope for university degrees. The highest percentage of 43.9 percent, aspire for bachelors degree. This shows that university education is the dream of almost all Kenyan students. Since career guidance and counselling is dealt with in terms of university admissions, it goes to prove that many teachers take career choice as a point in time, That is, filling university forms. This is wrong since career guidance and counseling is a continuing process concerned with determining and providing for developmental needs for all students (Miller, 1968) Ligon and McDaniel (1970) also pointed out that career teachers must realize that making

a decision is a process not a point in time. The researcher deduced from this finding that career guidance and counselling is not given much thought by the career teachers. Counselling on careers concerning other tertiary institutions/ middle level colleges and diploma colleges is totally left out. University education is seen as the best way for one to get a good career. The researcher also found out that teachers concentrate more on academic performance and ignore other factors like talent and interests of the students. This finding is in agreement with Osumba's (1998) finding that talent and interests tend to be ignored hence, secondary school students join institutions of higher learning without proper course choices, leading to poor performance and constant change in university and working life.

Table 12 shows the students reasons for university education preference.

Table 12: Reasons for Students High Educational and Career Aspirations

Reason	Percent
To have plenty/better job opportunities	26.2
Good pay/to be rich/lead a good	21.3
Knowledge Acquisition and Skills	14.8
Serve the society	14.8
Dignity/ prestige	13.2
Ability	4.9
Family can afford to finance the education	4.8
Total	100.0

The above table indicates that 47.5 percent prefer university education in order to have better job opportunities and good pay. Only 4.9 percent indicated that they want it because of their ability and 14.8 percent for knowledge acquisition and skills. It is apparent that monetary gain is the main reason for career choice regardless of aptitude, interests and personality. It also further emphasizes that career chances are better for those with university education. In addition, it shows that people are more inclined towards careers that are white collar. This then defeats the objectives of 8-4-4 which was to produce graduates who can be self employed. This finding is similar to Kibera's (1993).

Counselling on subject choice

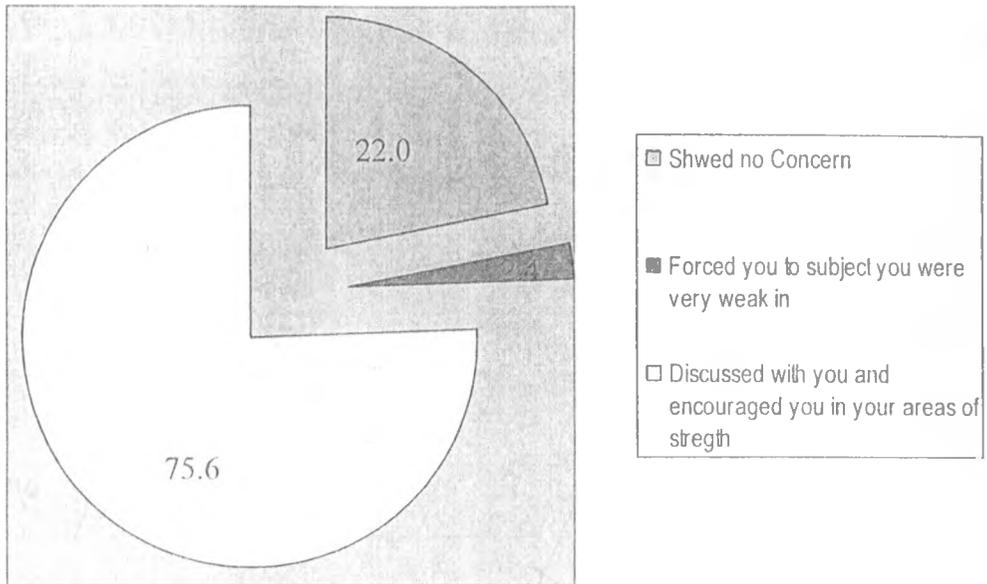
According to Ligon and McDaniel (1970) making a career decision starts at the point when a student is faced with the decision of what subjects to take. Table 13 shows the students responses as to whether they were counseled on subject choice or not.

Table 13: Counseling on subject choice

		Frequency	Percent	Percent
Valid	No	246	68.3	68.3
	Yes	114	31.7	31.7
	Total	360	100.0	100.0

Table 13 shows that 68.3 percent did not receive counseling on subject choice. The students are left to choice subjects by themselves in form three. They are given the cluster subjects and subject codes and left to discuss with their parents. figure 3 supports this.

Figure 4: Parents response on their children's choice of subjects in Form Three



The above tale shows that 75.6 percent indicated that they discussed with their parents. 22 percent said their parents showed no concern and 2.4 percent said they were forced to do subjects they were very weak in. the researcher found that though counselling on subject choice is important, it is ignored by most career teachers. These findings are in agreement with Osumba's (1998).

Relationship between students access to career guidance and counseling and their academic achievement

The students' academic achievement was got from teachers' ratings of students academic performance. The students academic achievement is given in the Table 14, showing the achievement of students with access to career guidance and counseling and those without. These have been categorized by gender so that there is achievement for boys and girls.

The researcher used 45 percent and above to indicate high achievement and below 45 percent to indicate low achievement.

Table 14: Achievement for boys with no access to Career Guidance and Counselling.

		Frequency	Percent	Percent
Valid	45 and above	8	5.5	5.6
	Below 45	135	93.1	94.4
	Total	143	98.6	100.0
Missing	System	2	1.4	
Total		145	100.0	

Table 14 shows that only 5.6 percent of the boys who had no access to career guidance and counseling had high academic achievement, 94.4 percent had low academic achievement.

Table 15: Achievement of girls with no access to career guidance and counselling

		Frequency	Percent	Percent
Valid	45 and above	42	29.0	42.0
	Below 45	58	40.0	58.0
	Total	100	69.0	100.0
Missing	System	45	31.0	
Total		145	100.0	

Table 15 shows that 42.0 percent of the girls with no access to career guidance and counselling had high academic achievement and 58.0 percent had low academic achievement.

Table 16: Achievement of boys with access to career guidance and counselling

		Frequency	Percent	Percent
Valid	45 and above	75	51.7	91.5
	Below 45	7	4.8	8.5
	Total	82	56.6	100.0
Missing	System	63	43.4	
Total		145	100.0	

From Table 16, 91.5 percent of students who had access to career guidance and counselling had high academic achievement while only 8.5 percent had low academic achievement.

Table 17: Achievement of girls with access to career guidance and counselling

		Frequency	Percent
Valid	45 and above	40	27.6
Missing	System	105	72.4
Total		145	100.0

Table 17 shows that 100 percent of the girls who had received career guidance had high academic achievement.

The high percentages of (91.5% for boys and 100% for girls) Students who had received career guidance and counseling and had high academic achievement, could be attributed to the fact that the teachers chose the bright students whom they thought could make it to university, then guided and counseled them on careers/ courses offered at the university, giving them the university entry requirements. The weak and average students were left unattended to in terms of careers.

As depicted in Tables 14, 15, 16 and 17, it was apparent that the academic/ educational achievement of students who had received career guidance and counselling was quite high as compared to those who had not. This served to reinforce their educational aspirations in the direction of university education as well as further education acquired while training for jobs. Preference for university education is decidedly stronger.

Differences in Student Career and Educational Aspirations between Boys and Girls

Table 18: Student Career and Educational Aspirations by Gender (percentage):

Sex	Post secondary diplomas	University Degree	Masters Degree	Doctorate Degree (Phd)	Total
Male	4.26	37.44	12.32	45.98	100
Female		23.49	17.45	59.06	100

$$X^2 = 1.045 \quad df = 3$$

Table 18 shows that only 4.26% of the boys, aspire for post secondary diplomas while no girl aspired for it. 37.44% of the boys aspire for University degree as compared to only 23.49% of the girls. 12.32% of the boys aspire for masters degree while 17.45 of the girls aspire for it. 45.98% of the boys aspire for doctorate degrees compared to 59.06% of the girls. When it comes to post secondary diplomas and University degrees, more boys than girls aspire for it, but as the level of education goes higher, the girls percentage becomes more than that of the boys. However, the differences in the percentages between the career and educational aspirations for girls and boys are very small to be significant. This shows that the career and educational aspirations between boys and girls is the same.

When asked about their best subjects in school, the students responded as shown in Table 19. The subjects were divided into art based and science based.

Table 19: Best Subject in School Cross Tabulation (by gender) in percentages:

Sex	Art Based Subjects	Science & Maths	Total
Male	54.2	45.8	100
Female	64.7	35.3	100

From the table 19, 45.8% of the boys had science based subjects and Maths as their best subjects as compared to only 35.3% of the girls. When it comes to the Art based subjects, the girls had the highest percentage of 64.7% compared with 54.2% for the

boys. Most career opportunities are available for students who do well in sciences and Maths. This means that since the girls like the art subject best, they diminish their career opportunities. This view is also held by Hamblin (1974). And Eshiwani (1983) in the Report Eshiwani noted that 28% of girls continue with science subjects after from one in Secondary School as compared with 38% of boys. Poor girls from Veterinary into Lucrative Careers.

Training of career counselors in career guidance and counselling skills

The study in one of its objectives sought to establish whether career teachers are trained to guide and counsel students. Table 3 presents the percentages of career teachers trained against those who are not trained. The study revealed that only 11.1% of the career teachers were trained in guidance and counselling skills. 88.9% were not trained. The number of trained career teachers is a very small number. This conflicts with one of the principles of guidance and counselling that : guidance and counselling should be carried out by professionally trained personnel (Barki and Murkpodyay, 1989)> This was the same concern expressed by the respondents themselves. This finding is similar to that of Gitonga, (1999)>

The researcher further attempted to find out whether the career teachers attended seminars/ workshops organized by the guidance and counselling unit of the Ministry of Education. Table 19 presents the results obtained.

Table 20: Attendance of seminar or workshop on career guidance or on guidance and counselling skills

		Frequency	Percent
Valid	None	9	100.0

The above table indicates that 100% of the career teachers have not attended any seminars or workshops. The guidance and counselling unit is responsible for organizing seminars, workshops and in service courses for counselors to update them on developments in counselling in order to cope with changing time, yet nothing is done

Importance of career guidance and counselling services

Table 21: Benefits of career guidance in the running of the school

Valid	Frequency	Percent
improved students focus by helping them have direction when making decisions regarding their college plan and vocation	6	66.6
Enhanced academic discipline and improved school and individual performance instead of use of corporal punishment	6	66.6
Students understand themselves and their ability and learn why they must do certain things as required by the administration, their parents and the community.	4	44.4

NOTE: Multiple responses were allowed.

The reasons given above show that career guidance and counselling is beneficial to any given school. It is evident that career teachers viewed career guidance and counselling as important for all students both strong and weak academically. These findings concur

with the opinion held by Super, (1957) that the career programme concerns all pupils of all academic ability. 66.6% cited improvement in school and individual performance as a benefit of career guidance. Reasons given for this were that students are made to know why they are in school, they set targets to achieve and acquire positive attitude to school work, so they don't waste time. 66.6% said that career guidance has improved students focus by helping them have direction when making decisions regarding their college plan and vocation. Through guidance and counselling, students are able to make career/occupational choices. They are informed of the careers available in the market, requirements of each career and then advised according to their ability and interests. Vocational guidance helps students to understand themselves in relation to the world of work. This finding is in agreement with Gitonga's (1999). The above shows that there is need for career guidance and counselling services in secondary schools.

Problems encountered by career teachers while handling career guidance and counselling:

A summary of the major constraints are presented on Table 22.

Table:22 Problems encountered in Career guidance and Counseling Programmes:

	Problem	Frequency	Percentage
Valid	Lack of enough time to attend to students	6	66.7
	Lack of facilities specifically for career choice and shortage of information on current changes and development	6	66.7
	Delays by some teachers to attend to some cases/ lack of co-operation by some members of staff	5	55.6
	Lack of co-operation from parents	4	44.4
	Lack of student concern and lack ambition among students	4	44.4
	Students have fixed minds on certain careers.	2	22.2

Note: Multiple responses allowed.

Lack of Adequate time

Career guidance and Counselling, demands a lot of time that is not easily available. The study established that very few schools had specific time allocated for this purpose. Table 12 shows the responses by teachers on time allocation.

Table 23: Time allocation for career guidance and counselling.

		Frequency	Percent
Valid	Less time as compared to no of cases to be handled	5	55.6
	Open after class or weekends	3	33.3
	Enough time	1	11.1
	Total	9	100

Lack of time to attend to students was a major handicap to the teachers. The career teachers complained that they were given full teaching loads and had to work hard to improve the mean scores in their teaching subjects. This left them no time to guide and counsel students. This finding is in agreement with Gitonga's (1999).

Table shows that only a small percent of 11.1% felt the time was adequate. A majority of 55.6% said it was less time and 33.3% said it was open. This shows that career guidance and counseling is not taken seriously. Since there is no specific time for it, teachers ignore it. This finding is in agreement with Hamblins (1974). The respondents stated that they found it absolutely difficult to set specific time for career guidance and counseling, due to too much work involved in the covering of the syllabus of the 8-4-4 system of education. In addition, guidance and counseling was in itself a tedious exercise, yet the career teachers were given the same teaching load like the other teachers.



Inadequate facilities

Career teachers lamented lack of materials and facilities on career choices. They pointed out that there was a shortage of information on current changes and development in various careers. The teachers relied heavily on the career booklets from the Ministry of Education and some were using outdated information. They stated that lack of appropriate materials and information hampered the development of the programme. They pointed out that vocational materials rarely got to schools on time to be used effectively by the career teachers and students.

Lack of co-operation by some members of staff

Career teachers pointed out that for individual career counseling to be effective, they needed the assistance of the other members of staff. However, most teachers lacked interest and commitment in carrying out this work. The teachers felt that this was not their job/ duty; they also lacked training and as a result felt inadequate and un-informed; also, the job was too demanding yet they received no incentives in spite of their efforts.

The study established that students are generally unwilling to go for career guidance and counseling.

Suggested Solutions to the problems facing career guidance and Counselling teachers

The study solicited general suggestions from the career teachers on how the career guidance and counseling programme in secondary schools can be improved. Table 24 shows the suggestions given by the teachers:

Table: 24 Suggestions which can improve Career guidance and Counseling in Secondary Schools:

		Frequency	Percentage
Valid	Reduce teachers workload so as to have time for career G & C.	6	66.6
	Training/ Seminars. Train more teachers or Send professionals to Schools	5	55.6
	Ministry of Education to provide relevant materials on career guidance and counseling	5	55.6
	Career Opportunities in various subjects should be taught in the curriculum	3	33.3
	Invite resource persons	3	33
	Awareness of parents through journals	2	22.2

Note: Multiple responses were allowed.

From Table, 24 55.6% of the respondents stated that where possible, the career teachers/ counselors be trained in guidance and counseling skills. They were also to be allowed to attend seminars/ workshops so that they can be updating themselves on current career trends. The career teachers also pointed out that it was important to invite resource persons to the schools to talk to the students. Professionals in various careers could be invited to the schools to talk about their careers and the requirements to join in. these resource persons could act as role models for the students. 66.7% of the career teacher / counselors teaching were of the view that the career teacher/ counselor's teaching load be reduced. Career guidance and counseling is a tiresome exercise, therefore it was more difficult when handled by a teacher having a full teaching load.

33.3% of the respondents were of the view that careers be incorporated in the syllabus/curriculum. This view is also held by Makinde (1993)

Students Career Aspirations as influenced by the Student's socio-economic status:

The final objective of the study was to investigate the student's career aspirations as influenced by the students' socio-economic status. This objective is looked at by cross-tabulating the level of education and type of occupation held by the student's father as well as their mother separately, with the student's career and educational preference. Parental occupation and education were used as measures of socio-economic status (SES) of the students.

Table 25 Shows the information on student's career and educational aspirations taking into account the SES of their fathers.

Table 25: Student's Career and Educational Aspirations in Relation to Fathers'

S.E.S (Percentages)

SES	Post Secondary Diploma	University Degree	Masters Degree	Doctorate Degree (PhD)	Total
Professionals	5.14	36	12.57	46.28	100
Non- Professionals		18.18	14.87	66.94	100
Un- employed		15.62	14.07	70.31	100

The results in the Table 25 shows that 36% of the students whose fathers are high in socio economic status and are professionals prefer to obtain University Education compared to 18.18% of students whose fathers are non-professionals and 15.62% whose fathers are un-employed.

It is only 5.14% of the students whose fathers are professionals that would go for post Secondary diploma. No student whose father is non-professional and unemployed desired a post secondary diploma.

Table 26: Students Career and educational aspirations in relation to mothers SES:

SES	Post Secondary Diploma	University Degree	Masters Degree	Doctorate Degree (PhD)
Professionals		31.73	4.26	59.75
Non-Professionals	5.12	19.88	25	50
Unemployed		100		

Table 26 shows that 5.12% of the students whose mothers are non professional prefer to obtain post secondary diploma. The rest of the respondents, whether professionals, non-professionals an unemployed prefer University education.

When the influence of the mothers' SES on students' preference for University education is compared to that of fathers' table on the same, there is no difference. This shows that the combination of fathers and mothers SES have equal influence on the student's career and educational aspirations.

Figure 5: Parents Career and Educational Preference for their children after Secondary School level of Education:

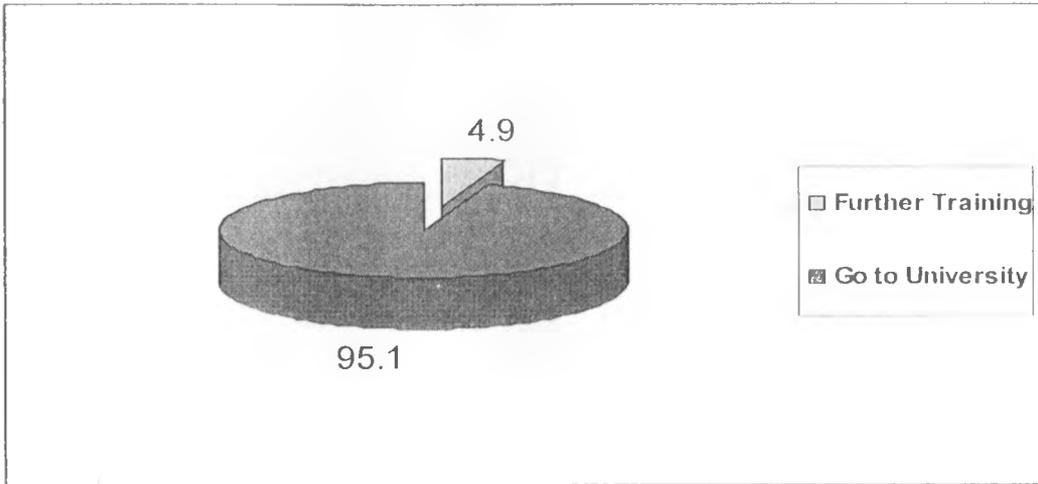


Figure 5 reveals that 95.1% of the parents prefer their children to go for university degree regardless of their socio-economic background. Only 4.9% prefer further training for their children. It is interesting to note that no parent preferred self-employment and salaried employment for their children immediately after they finish school. It is also evident here that University Education is the dream of every parent for his child.

Figure 6: What Level of Education do your parents aspire you to get?

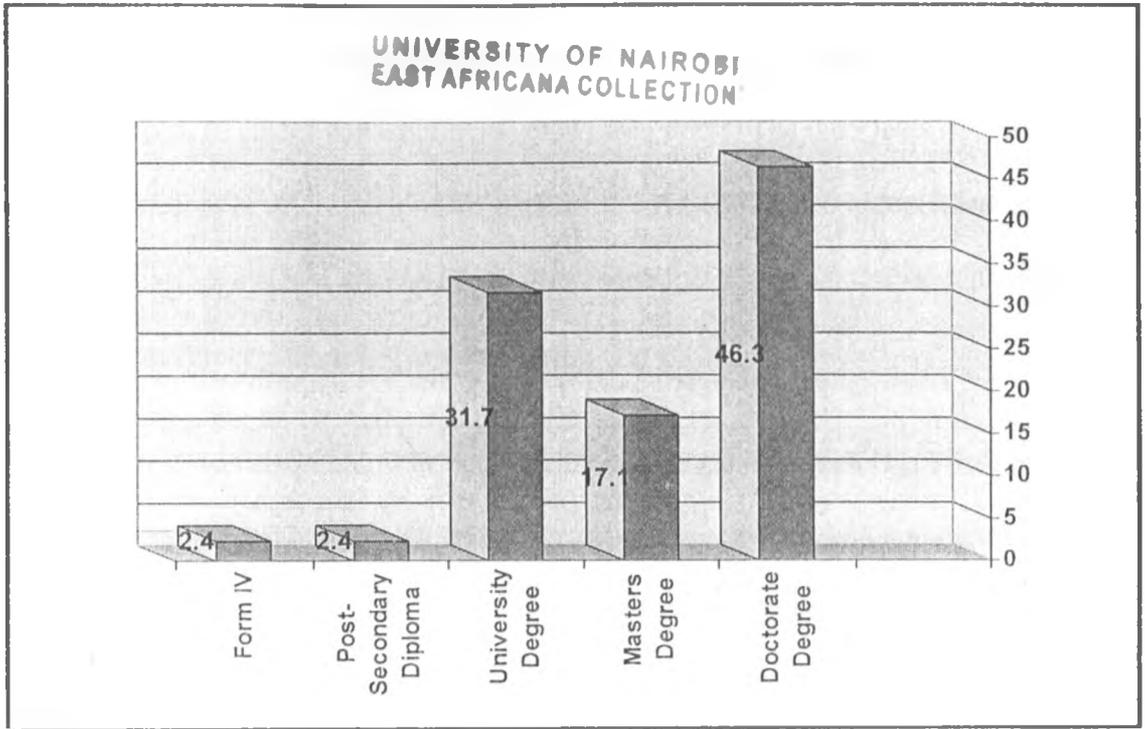


Figure 5 shows that University education is the most preferred level of education. Only 2.4% wish for their children to reach form 4 and 2.4% for post secondary diploma. The rest aspire for University Education for their children.

Preference for University education shows that there is urgent need for career guidance and Counselling in Secondary schools, so that students aptitude and interests can be taken into account and they be advised to join middle level colleges where they can exploit their talent best. Not all students make it to the University, what happens to those who don't make it? Academic excellence is not the only measure of a student's ability. Other things such as interpersonal skills and talent need to be taken into account.

Results of Testing the Hypothesis

Pearson product moment correlation coefficient was used to test significant differences in the hypothesis: There is no significant difference in the academic achievement of students who have access to career counseling and those who don't. The 0.05 level of significance was used to accept or reject each of the hypotheses. A t-test of two independent samples was used to test significant differences in the academic achievement of students who have access to career counseling and those who don't.

Chi-Square test was also used to test significant differences between H_0 : There is no significant relationship between students' access to career counseling and their career and educational aspirations; and H_0 : There is not significant difference in career aspirations between boys and girls.

Hypothesis 1

H_0 : There is no significant relationship between students' access to career counseling and their career and educational aspirations.

H_1 There is a significant relationship between students' access to career counseling and their career and educational aspirations. •

The results of analyzing the hypothesis are presented in Table.27.

Table 27: Cross tabulation of Students access to career guidance and Counselling and their career educational Aspirations

Access	Post Secondary Diploma	University Degree	Masters Degree	Doctorate Degree	TOTAL
YES	9	53	9	52	114
NO		43	43	151	246
TOTAL	9	96	52	203	360

$X^2 = 7.071$ $df = 6$ Significance level $\alpha = 0.05$ Critical value $X^2 = 12.59$

Decision $X_c^2 = 7.071 < X^2 \text{ Expected} = 12.59$

H_0 is accepted.

The critical value obtained in the tables was 12.59. The critical value 12.59 more than the computed $X^2 = 7.071$. Therefore, the null hypothesis is accepted. This indicated that there was no significant difference between student's access to career counselling and their career educational aspirations. All the students, regardless of whether they had access to career guidance and counseling or not aspired for University education. The alternative hypothesis that there is a significant relationship between students' access to career counselling and their career and educational aspirations was rejected.

Hypothesis 2

H_0 : There is no significant difference in the academic achievement of students who have access to career counselling and those who did not have access to career counselling .

H_1 : There is a significant difference in the academic achievement of students who have access to career counseling and those who do not have access to career counselling.

Pearson product moment correlation coefficient for this hypothesis was -0.077. This was a weak negative correlation exists when one variable tends to be high when the other is low, and vice versa. In this case there is a negative correlation because students with high academic achievement received career guidance and counselling, while those who did not receive career guidance and counselling had got low academic achievement.

Table: 28. The mean Score and Standard Deviation of Students access to guidance and Counseling and their achievement

	N	Mean	Std. Deviation	Error. Mean
Achievement for those with access to CG & C	123	54.9350	9.0089	.8123
Achievement for those without access to CG & C	246	38.3293	8.3393	.5317

Df = 122, Significance Level $\alpha = 0.05$.

T-test for the H_0 : There is no significant difference in academic achievement of students who have access to career counseling and those who did not have access to career counselling.

$$n_1 = 123$$

$$n_2 = 246$$

$$t = \frac{\bar{X}_{Access} - \bar{X}_{without Access}}{\sqrt{SE_{\bar{X}_{Access}} + SE_{\bar{X}_{without}}}}$$

Significance Level $\alpha = 0.05$

Degrees of Freedom $(n_1 + n_2) - 2 = 123 + 246 - 2 = 367$

Critical value of $t = 1.980$

Computing the t-value

$$\frac{54.9 - 38.3}{\sqrt{.8123} + \sqrt{.5317}}$$

$$= \frac{16.6}{\sqrt{1.344}}$$

$$= \frac{16.6}{1.159}$$

$$t = 14.323$$

Decision: t computed 14.323 > t expected 1.986

Since the calculated t -value is greater than critical t -value. The null hypothesis: the means of the two groups are statistically significant. Therefore, the alternative hypothesis – there is a significant difference in the academic achievement of students who have access to career guidance and counseling those who do not have access to career counselling is accepted.

The difference could be attributed to the fact that teachers normally pick on the very bright students whom they think can make it to the University, and counsel them on career choices.

Hypothesis 3:

H_0 : There is no significant difference in career aspirations between boys and girls.

H_1 : There is a significant difference in career aspirations between boys and girls.

The results for analysis this data is presented in Table 28

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Table 29: Cross Tabulation of Career and Educational Aspirations by Gender:

Count

Sex	Post Secondary Diploma	University Degree	Masters Degree	Doctorate Degree (PhD)	TOTAL
MALE	9	79	26	97	211
FEMALE		35	26	88	149
TOTAL	9	114	52	185	360

$X^2 = 1.045$ df 3 Significance Level: $\alpha = 0.05$ Critical value $X^2 = 7.81$.

Decision $X^2 = 1.045 < X^2 \text{ expected} = 7.81$

H_0 is accepted i.e.

The critical value obtained in Tables 29 was 7.81. The critical value of 7.81 exceeded the computed $X^2 = 1.045$. Therefore, the null hypothesis was accepted. This indicated that there was no significant difference in career aspirations between boys and girls. The alternative hypothesis that there is a significant difference in career aspirations between boys and girls is rejected.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the findings of the study, and presents conclusions and recommendations for improvement of career guidance and counseling. Also included are suggestions for further research.

Summary

The purpose of this study was to investigate the students' access to career guidance and counseling. A number of research objectives were set to guide the collection of the needed information. The objectives were seven in number. The first objective was to find out if there was a relationship between schools that have established career guidance and counseling and the admission of the students to local Universities.

The second, third and fourth objectives mainly dealt with the student's career and educational aspirations as a result of their access or lack of access to career guidance and counseling and also their academic achievement as a result of career counseling.

Differences in career aspirations between boys and girls were also looked at. The other objectives were training of career teachers in guidance and counseling skills, importance of career guidance and counseling and problems that hinder the development and provision of career guidance and counseling services. The final objective investigated the students' career aspirations as influenced by the student's socio-economic status

In order to investigate these issues, three null hypothesis were formulated:

H₀ 1 : There is no significant relationship between students' access to career guidance and counselling and their career and educational aspirations.

H₀ 2: There is no significant difference in the academic achievement of students who have access to career counseling and those who did not have access to career counselling.

H₀ 3: There is no significant difference in career aspirations between boys and girls.

The review of related literature focused on the concepts of career guidance and counseling, placement, theories of vocational choice and their implications for career guidance, occupational information in career guidance, functions of career and educational guidance and limitations on teachers as career guidance counselors. The literature review provided guidelines and laid the background for this research.

The study was conducted in Kakamega District, dealing only with the public/government maintained secondary Schools. The study involved a total of 360 students and nine teachers. Random sampling was used to select nine schools. Four from boys only, four from girls only and one mixed secondary school. The career teachers in the nine schools participated in the study.

Data collection was through questionnaire with both closed and open ended questions using Likert Scale. There were two questionnaires; one for students and another for the career teachers. The data collected was analyzed by use of Chi-Square test, Pearson Product Moment Correlation Coefficient and by use of t-test frequencies. Cross-tabulations and percentages were calculated to draw some inferences related to the

variables investigated. Information that could not be quantified was subjected to content analysis.

Findings

The findings of the study were presented in accordance with the research objectives. The conclusions reached were based on the findings made. The following is a brief summary of the findings of the study:

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Relationship between Schools that have established career guidance and counseling and the admission of their students to the local universities

The study revealed that the schools that had well established career guidance and counseling programmes had more of their students admitted to the local universities than those which had not established career guidance and counseling. Schools offering career guidance and counseling services sent at least 20% of their candidates to the local Universities. Schools that did not have well established career guidance programmes had very few of their candidates admitted to the local Universities – a majority admitted less than 5%. The study also revealed that more boys schools had well established career guidance programmes and had more of their students admitted to the local universities than the girls schools. University education was seen as the best way to good career opportunities by all concerned; the students, teachers and the parents. Therefore, career guidance and counseling only looks at University admissions and ignores other alternatives like Post Secondary Certificate and Diploma Colleges and even Self-Employment.

Influence of career guidance and counseling on students' career and educational aspirations

The findings show that career guidance and counseling has no influence on the students' career and educational aspirations. Both the students with access to career counseling and those without access to career counseling aspire for university education. Above 97.6% of the students aspired for University education and only 2.4% aspired for Post Secondary Diploma. Career Counseling is dealt with only in form four when students are filling University Admission forms.

Emphasis on careers is laid more on academic performance and other factors like aptitude, talent and interests of the students are ignored by the teachers. The existence of a career teacher in a secondary school does not seem to have a lot of influence on students' career and educational plans. This phenomenon could be explained by the fact that career guidance and counselling is not part of the school curriculum. Advice related to careers is given outside classroom hours and therefore very little time is devoted to this issue. Teachers spend most of their time drilling students for academic excellence during examinations. Issues that are not identified to be examined are viewed as irrelevant by both teachers and students and are therefore not given adequate attention.

Academic achievement of Students with Access to Career Counseling and those without

The results of the study revealed that the academic / educational achievement of students who had received career guidance and counseling was higher than for those who had not received career guidance and counselling. 91.5% of the boys and 100% of the girls who had received career counseling had high academic achievement. On the other hand, only 5.6% of the Boys and 42.0% of the girls who had no access to career counseling had high academic achievement. The teachers tend to give career guidance and counseling to the bright students whom they think have a chance to go to University.

Aspirations between Boys and Girls

The study established that there is no difference between the career and educational aspirations for Boys and Girls. Both sexes aspire for University education. While a slightly higher percentage of boys aspire for Post Secondary Diploma and University education, as the level of education goes higher, a slightly higher percentage of the girls than boys aspire for it.

Training of Career Teachers

The findings showed that career counselors lacked training in career guidance and counseling. Only 11.1% of the career counselors had received training in counseling skills. The majority 88.9% had never been trained. 100% of the career teachers had never attended any seminar or workshop organized by the guidance and counseling unit of the

Ministry of Education. Lack of training contributed to the feeling of inadequacy and incompetence in career guidance and counseling.

Results of the Formulated hypothesis

H₁

There was no significant relationship between students' access to career counseling and their career and educational aspirations.

H₂

There is a significant difference in the academic achievement of students who have access to career counseling and those who do not.

H₃

There is no significant difference in career aspirations between boys and girls.

Problems Facing Career Guidance and Counseling

Finally, the study established that career guidance and counseling faced many constraints. Top on the list was lack of enough time to attend to students (66.7%) and lack of facilities specifically for careers choice and shortage of information on current changes and developments (66.7%). This was followed by lack of co-operation by members of staff (55.6%). Lack of students concern and lack of co-operation from parents each had 44.4%

of the respondents. Finally, students having fixed opinion about certain careers had 22.2% of the respondents.

Conclusions

Based on these findings, it was concluded that access to career guidance and counselling had a great influence on the academic achievement of the students. However, access to career counseling or lack of access to career counseling did not influence students' career aspirations since all students, teachers and parents feel that the students should aspire for University education.

It was also concluded that training of career guidance and counseling teachers in career guidance and counseling skills was not only essential but urgent since a majority of the career teachers, Above 88.9% were not trained. Furthermore, the results indicated that training has a significant effect on the career teachers attitude towards career guidance and counselling.

The findings of the study led to the conclusion that career teachers regard career guidance and counseling as a point in time and not a continuous process. This is because career counselling is done in Form Four when students are about to fill University forms. Careers counselling is narrowly looked at as a University admission procedure?

The findings of the study led to the conclusion that career guidance and counselling services were not given the seriousness that it deserves. In virtually all the schools, there was no set time/time tabled time for career guidance and counseling. Resource materials and facilities were inadequate. The teachers lacked information on careers. The only

information they had was the career booklets which have university entry requirements. It is a no wonder that they think that careers is all about university entry.

It is important that career counsellors engage in career guidance and counselling. It is their responsibility to assist students to make the right decision in terms of their academic and vocational interests, abilities and aptitudes. The school career counsellor should help students broaden their thinking about career possibilities as well as providing information about the requirements and activities involved in the careers they are considering. In view of the current emphasis on the need for better utilization of the country's manpower resources, career guidance counsellors should be more concerned with the potential ability which is being wasted by bright students who are not making plans for an appropriate career.

Recommendations

In light of the findings and conclusions of the study, the following recommendations were made:

- i. Secondary school education mainly concentrates in academic learning which should be followed by Post-Secondary Vocational training. As a result, teachers must be given information about Post-Secondary institutions and the requirements for joining them.
- ii. Ministry of Education should re-examine career guidance and counselling programmes and see that career guidance is done at all levels of schooling with a view to re-educating the society, teachers, parents and students that careers is not only about university admissions but that there are other tertiary/ middle level colleges.

- iii. In order for students to have access to career guidance and counselling, it is essential that schools have trained career guidance counselors in all areas related to careers. Therefore, career teachers be trained and oriented in career guidance and counselling objectives and techniques through regular in-service courses, workshops and seminars. Indeed, there is need to use qualified personnel to give instruction to the students especially concerning subjects which do not appeal to them.
- iv. Education policy makers should ensure that school programmes are followed efficiently and that correct and up-to-date vocational information is given to schools regularly and correct use is made of it. Resource materials such as reference books, career guidelines booklets, videotapes and other correspondences should be made available in schools. It was very clear in the results of the study that vocational needs were not sufficiently met. This was attributed to lack of proper career guidelines from the Ministry of Education and link between schools and the University Admissions Board, and other Tertiary institutions to enlighten teachers on the constant changes in University entry requirements and other colleges' requirements.
- v. Finally, the study recommended that time for career counseling be time tabled so that teachers take it with the seriousness it requires.
The maximum number of lessons for career teacher counsellors should be spelt out clearly so that the teacher can have spare time to deal with the students.

Suggestions for Further Research

Taking into account the limitations and delimitations of this study, the following suggestions were made for further research:

- i. A longitudinal research be carried out on effects of career guidance and counseling on students' occupational choice and working life.
- ii. Further research be conducted on students' perceptions of how career teachers handle students' vocational and educational needs.
- iii. Further research be conducted on career guidance and counselling and manpower placement.

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APPENDIX I

STUDENT QUESTIONNAIRE ON ACCESS TO CAREER GUIDANCE AND COUNSELLING IN SECONDARY SCHOOLS

This questionnaire consists of two parts designed to collect two different types of data.

The first part seeks information pertaining to the students' socio economic status and how it influences their subject choice, career and college plan. The second part aims at discovering the achievement and aspirations of the students as a result of their contact with career guidance and counselling.

Respondents, who should be none other than the sampled students are requested to complete the questionnaire and return it

Note: -

1. The information you give will be treated with strict CONFIDENTIALITY.
2. Please answer the questions honestly as far as they relate to you.
3. Your participation to the success of this study will be highly appreciated.

RESPONDENT'S BIODATA

1. Your sex Male Female
2. Your age years .
3. Your home district
4. You live with Parents Guardians
5. Your parents/guardians marital status
Single married Divorced Widowed
6. Your current family is: Polygamous Monogamous
7. How many children are you in the family (based on your mother)

8. Your parents/guardians(s) occupation

(a) Father

Teacher.....

Small scale farmer.....

Large scale farmer.....

Businessman.....

Other (please state).....

(b) Mother

Teacher.....

Small scale farmer.....

Large scale farmer.....

Businessman.....

Other (please state).....

9. Parents guardians education level

(a) Father

Standard completed

Form completed

Other (please state)

(b) Mother

Standard completed

Form completed

Other (please state)

SECTION A

Kindly tick (✓) only one response from the five (Strongly Disagree, Agree, Undecided, Disagree, Strongly Disagree) abbreviated thus: SA, A, U, D, SD in the box that corresponds your answer to the respective question.

NB. The term parent(s) could be substituted with guardian(s) where applicable

Statement	SA	A	U	D	SD
Your parents are able to provide all your basic life requirements.					
Your parents provide you with enough food always.					
You have clothes appropriate for different types of weather.					
Your family quickly attends to you whenever you are ill.					
You have often been late for school.					
You are at least sent home from school before your school fees is completed					
Your parents do not provide you with adequate school needs					
What you do in school is not of interest to your parents					
Your parents have seen no need for holiday coaching					
The family allows you enough study time while at home					

Please indicate the correct response in your view

1. Who gives you assistance to your academic related problems when at home?

Father Mother Brother

Other (please state)

2. What do your parents do when you perform academically well?
 - A. Congratulate you and ask you to keep up
 - B. Look for negative comments in your report card
 - C. Not concerned.....

3. What do your parents do when your academic performance is poor
 - A. Encourage you to put more effort.....
 - B. Scold you for being foolish.....
 - C. Have no concern.....

4. How would you say was your parents' response when you had to choose subjects in Form Three?
 - A. Discussed with you and encouraged you in your areas of strengths
.....
 - B. Forced you to do subjects you were very weak in
 - C. Showed no concern

5. Please suggest the reaction of your parents towards the career you would like to choose
 - A. Welcome and encourage you
 - B. Forced you towards certain career you are not interested in
.....
 - C. Showed no concern

State the reason for your answer in Question (5) above

.....

6. How often do your parents visit your school?
- A. Very often
 - B. Rarely
 - C. Never
7. Your parents are willing to participate in open days for your class in your school.
- A. Absolutely true
 - B. Partly true
 - C. False
8. When required in your school, your parents send somebody else to represent them.
- A. Absolutely true
 - B. Partly true
 - C. False
9. Generally, how do your parents regard the education system?
-
-
10. How would you, in your opinion, rate the interest that your parents have in your education?
- A. Very interested
 - B. Partly interested
 - C. Disinterested

What reasons have you for your answer in Question (20) above?

.....

.....

11. What do your parents want you to do most after your Kenya Certificate of Secondary Education?

- A. Look for a job
- B. Go into self-employment
- C. Further training
- D. Go to university

12. What level of education do your parents aspire for you to get?

- A. Form IV
- B. Post-secondary diploma
- C. University degree
- D. Masters degree
- E. Doctorate degree (Ph D)

SECTION B

13. Did you ever receive individual counselling on subject choices?

.....

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

.....

15. Which is your best subject in school?

.....

Why?

.....

16. Which subject do you find most

difficult?.....

why?

.....

17. What would you say is your response to challenging academic problems?

A. You are stimulated to attempt solving them

B. You feel frustrated

C. No comment

18. Which of the following, in your opinion, describes your academic performance?

A. High and stable

B. Low and stable

C. Fluctuates

19. Would you say you have much to be proud of as a student?

Yes.....No.....

Why?.....

20. You have been among the best academically performing students in your class.

A. Always

B. Sometimes

C. Rarely

D. Never

E. No idea

21. Are you capable of higher academic performance than you have so far shown?

Yes.....No.....

Why?.....

22. Are you sure to pass the national examination next year?

A. Yes

B. No

C. No comment

23. In your opinion, which description fits all examination?

A. Bad since they make you anxious

B. Good because they enable you assess your progress

C. Undecided

24. What do you think is the major factor influencing your academic performance?

A. Your ability to understand and learn

B. The type of school and staff

C. Not certain

25. What is the highest level of education you would like to obtain? Tick one only.

A. Form IV

B. Post-secondary diploma

C. University degree

D. Masters degree

E. Doctorate degree (Ph D)

What are the main reasons for the level of education you desire most?

.....
.....

Given how you are performing in class and in view of academic competition in the

country, how much education do you actually hope to achieve? Tick one only.

F. Form IV

G. Post-secondary diploma

H. University degree

I. Masters degree

J. Doctorate degree (Ph D)

26. Students' academic achievement

THANK YOU VERY MUCH FOR YOUR PARTICIPATION.

APPENDIX 2

TEACHER QUESTIONNAIRE ON ACCESS TO CAREER GUIDANCE AND COUNSELLING IN SECONDARY SCHOOLS

Dear Teacher,

It would be greatly appreciated if you could supply information about your school on career guidance and counselling in order to help this study to examine how career guidance and counselling can be improved in secondary schools in Kakamega District. It will therefore be sincerely appreciated if you could answer as honestly as possible the questions which follow.

Your responses to the questionnaire will be treated with utmost confidence. You are therefore not to write your name on the questionnaire.

1. Name of the school
2. When was the school started? (year)
3. How many students does the school have?
4. How many students do you have in all Form III and Form IV classes
.....
5. Are you male or female? Please tick () appropriately.
 Male.
 Female.
6. Do you act as a career counsellor in your school?
 Yes.
 No.

Are students in your school well informed on the importance of career guidance and counselling services?

Yes

No.

Do you consider the career guidance and counselling programme to be successful in your school?

Yes

No

7. (a) Have you been trained in guidance and counselling skills?

Yes.

No.

(b) If yes, can you please specify?

The organizers

.....

The length the course

(c) How many times have you attended a seminar or workshop organised by the Guidance and Counselling Unit (Ministry of Education)?

.....

8. Briefly comment on time allocation for career guidance and counselling service in your school Do you consider the career guidance and counselling programme in your school successful?

Yes.

No.

9. What facilities have you been provided with in the career guidance and counselling

department?.....
.....
.....
.....

10. In what ways can the school administrator make career counselling more effective?

.....
.....
.....
.....

11. Write the important ways in which career guidance and counselling has been beneficial in the running of the school

.....
.....
.....

12. List the problems that you have encountered while handling career guidance and counselling services in your school List suggestions that you think can improve career guidance and counselling in secondary schools Indicate with a tick the extent to which your school has prepared students for the activities listed below

Please give the main reasons for your answer

	Very Adequate	Adequate	Not Adequate
Preparation of students			
Further training			
Salaried employment			
Self-employment			
University education			

Reasons

.....

.....

15. Give the number of candidates in your school for the past three years, and indicate the number that were admitted in the local universities.

Year	No. of candidates	Admission to university.
2000		
2001		
2002		

THANK YOU VERY MUCH FOR YOUR COOPERATION.

APPENDIX 3
SAMPLING TABLE

POPULATION SIZE	SAMPLE SIZE	POPULATION SIZE	SAMPLE SIZE
10	10	250	162
20	19	300	169
30	28	400	196
40	35	1,500	306
50	44	2,000	322
60	52	3,000	341
70	59	4,000	351
80	66	5,000	357
90	73	10,000	370
100	80	20,000	377
150	108	50,000	381
200	132	10,0000	384

Abstract from Krejcie and Morgan's table (Reproduced in Mulusa, 1990, p. 107)